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ABSTRACT

Student Taught Adult Basic Literacy Efforts (STABLE) is a program which uses college students to teach adults in rural Appalachia who have little or no educational skills. Thirty Berea College Students who were given initial and inservice training in community relations and in methods and materials for teaching adults worked in 21 community locations. Emphasis was placed on recruitment of adult students and on the development of person-to-person relationships between teachers and students. Teaching was done in small groups, individual tutoring in homes, and using educational television, and was planned to be responsive to the needs of the participants. From August 1971 to August 1972 over 300 persons participated. Significant progress was made in subjects most often studied; during the spring term 60% of those studying mathematics advanced a year or more. Thirteen participants passed the GED test; 5 participants have been accepted by colleges and 4 are currently enrolled. The results show that functional illiterates and educational dropouts can be interested in education, that progress can be made by taking educational programs to the people, and that mature college students can be effective teachers. (Author/RS)

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STUDENT TAUGHT ADULT BASIC LITERACY EFFORTS

REPORT

July 1, 1971 through September 30, 1972

BEREA COLLEGE

to

U. S. OFFICE OF EDUCATION

AC 012 911

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REPORT

Student Taught Adult Basic Literacy Efforts

Proposal Number V124151, Supported by Special Project Grant, OE Grant Number OEG 0-71-4382(324) under the Adult Education Act of 1966, Section 309, P.L. 89-750, U. S. Department of Health, Education and Welfare, Office of Education, to Berea College, Berea, Kentucky.

Grant period July 1, 1971, through September 30, 1972, as revised and extended June 7, 1972.

ABSTRACT

Student Taught Adult Basic Literacy Efforts (STABLE) is a program which has demonstrated a means of relating to and teaching adults with little or no educational skills in rural Appalachian areas, using college students as teachers.

The participants being taught are among those who need education the most but yet find it most difficult to take advantage of existing educational opportunities. They are insecure and find it hard to adjust to the regular classroom routine, but they want more education and can be involved.

The purpose of the program is to develop effective methods of meeting the need for education among these Appalachian rural people.

Thirty Berea College upperclassmen were selected on the basis of interest and maturity to be STABLE teachers in this second year of the program. They were given initial training and in-service training in community relations and in methods and materials for teaching adults. They each worked ten to 15 hours a week during the school year through the Berea College Student Labor Program. During the summer, seven STABLE teachers worked full time and two worked part time. One volunteer worked six hours a week.

STABLE teachers worked in 21 community locations in four counties, usually in teams of two. Community surveys were made, and adult participants were involved in classes and tutoring at their homes, in community centers, and in other available places. Emphasis was placed on the development of person-to-person relationships between the teaching and participants, and between participants.

Several methods of recruitment and teaching were used. Recruitment was through other agencies already working in the areas, through community meetings, through publicity, and through organized surveys by STABLE teachers. It was found that the survey method was the most effective way to get initial enrollment. Continuing participation and enrollment depended on good public relations and progress made by those involved.

Teaching was done in small groups, through individual tutoring in homes, and in classes using lessons broadcast by Kentucky Educational Television. The curriculum was flexible so as to be responsible to the needs of participants. Participants asked for emphasis on reading, mathematics, and grammar. Many who had previous education in school felt that their education was deficient in these basics.

Results:

One hundred and thirty participants were involved August 1971 through February 20, 1972, and 180 were involved in the period January 1 through August 1972. Forty-two per cent in the spring and 50 per cent in the summer were Level I and II. A larger percentage were women, but a significant number of men were involved.

Significant progress was made by participants in the subjects most often studied. During the spring term, 60 per cent of those studying mathematics advanced a year or more.

Nineteen participants took the GED test during the summer of 1972, and 13 passed. Five participants have been accepted by colleges and four are currently enrolled.

This program has demonstrated that functional illiterates and educational dropouts are interested in education and can be involved; that progress is made by participants in rural areas in a program taking education to the people, and that mature college students with a background similar to the adults being taught are effective teachers.

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REPORT

I. General Description

Student Taught Adult Basic Literacy Efforts (STABLE) is a program working to demonstrate a means of relating to and teaching adults with little or no educational skills in the Appalachian region. The project is being conducted in four counties of the Cumberland Mountain foothills around and to the east of Berea College.

The basic hypothesis is that college students from low-income, rural homes can form an effective teaching relationship with adults from similar situations.

The applicant agency is Berea College, established in the foothills of the Appalachians in 1855 to educate mountain people, to encourage them in their anti-slavery tradition, and to educate black people when they were freed. Berea College has, through its history, sought to serve the educational needs of the Appalachian region. Most of its students have traditionally come from this area. Currently 80 per cent must come from Appalachia.

Berea College has always sought to serve the region beyond its basic task of classroom teaching. In 1970 the college established an Appalachian Center to coordinate its Appalachian emphasis programs (see attached folder). Berea has a Student Labor Program, and all students are required to work at least ten hours a week. STABLE is a part of this student labor program.

It is because of the special nature of Berea College and the special nature of the students at Berea that Berea College and her students are qualified to run this project.

A. Objectives and Methods

1. The original objectives of the STABLE program are set forth in the Continuation Report, June 1, 1970 through August 31, 1971. The proposal for Fiscal 1971-72 listed the following objectives:

   a. Development of more effective methods of education of illiterates and functional illiterates at Level I.

   b. Development of more effective methods of education of "educational dropouts" at Levels II and III.

   c. Development and adaptation of materials suitable for Appalachian adults.

   d. Development of field-work techniques, in cooperation with the school system, which will lead to more effective promotion of Adult Basic Education programs.

   e. Observation and reporting of community problems and attitudes which may assist in analysis of the school dropout problem that results in adult illiteracy.

2. The original method of working in communities, as reported in the 1970-71 Continuation Report, was continued during the second year, with additional emphasis on improvement of teaching methods, reporting, and relating participants to the existing educational and other community opportunities. See the Evaluation Report and STABLE Data Section.

B. Curriculum

See STABLE Data, Table 22, Table 23, and the preceding section on Participant Progress.

1. The Materials and Training Specialist broadened the curriculum and made the best material available. These materials were indexed and abstracted in a STABLE MATERIALS CATALOGUE, were stored on shelves in the STABLE office, and were used by STABLE teachers under supervision of the Materials and Training Specialist. See Appendix A-R.
2. STABLE teaching materials were developed. Topics of interest to the people who are being taught were used. Stories told by local people were tape recorded and used as resource material. See Table of Contents in Appendix B-R.

C. STABLE Teachers

Chapter II of the Evaluation Report provides information on STABLE teachers, including background, experience, teaching methods used, and the value of the experience to them.

1. The same recruitment methods reported on Page 11, Continuation Report, 1970-71, were used. The problem of turnover is reported on page 5-3 of the Evaluation Report.
2. Training. This is reported on pages 17, 18, 19 and 20 of the Evaluation Report.

D. Coordination with other agencies is reported in Chapter III of the Evaluation Report, pages 29-41.

E. Dissemination of Information: Proposals, materials and reports have been sent to the following:

Appalachian Adult Basic
Demonstration Center
Morehead State University
Morehead, Kentucky

Appalachian Regional Commission
1666 Connecticut Avenue, N. W.
Washington, D. C.

Appalachian Semester
Union College
Barbourville, Kentucky

Berea College
Berea, Kentucky

Bluegrass Area Development Dist.
2134 Nicholasville Road
Lexington, Kentucky

Commission on Religion in
Appalachia (CORA)
1114 West Clinch Avenue
Knoxville, Tennessee

Council of the Southern Mtns.
College Box 2307
Berea, Kentucky

Cumberland Valley ADD
Court House Annex
London, Kentucky

Cumberland Valley WOC
Pineville, Kentucky

Daniel Boone Development Cl.
Manchester, Kentucky

Department of Adult Education
Florida State University
Tallahassee, Florida

Division of Adult Education
Department of Education
Commonwealth of Kentucky
Frankfort, Kentucky

Eastern Kentucky Concentrated
Employment Program
Hazard, Kentucky

ERIC Clearinghouse on
Adult Education
107 Ramsay Lane
Syracuse, New York

Estill County Schools
Old School Building
Irvine, Kentucky

Jackson County Schools
U. S. 421 South
McKee, Kentucky

Kentucky River Foothills
Development Council
P. O. Box 457
Richmond, Kentucky

Madison County Schools
707 North 2nd Street
Richmond, Kentucky

Mountain Comprehensive
Health Care Program
Begley Building
Hazard, Kentucky

Multimedia Center
Adult Continuing Ed. Center
14 Normal Avenue
Montclair State College
Upper Montclair, New Jersey

Rockcastle County Schools
P. O. Box 217
Mt. Vernon, Kentucky

U. S. Office of Education
Region IV Office
Adult Education Branch
50 Seventh Street, N. E.
Atlanta, Georgia

U. S. Office of Education
Adult Education Branch
7th and D Streets, S. W.
Washington, D. C.

NALA
Box 131
Syracuse, New York

F. Continuation Plan for STABLE program 1972-73

1. With 175 participants involved in the first 15 months (see page 35, Continuation Report, June 1, 1970 through August 31, 1972), 130 involved August 1971 through February 29, 1972 (see Report, February 29, 1972), and 180 involved January through August, 1972 (see STABLE Data, Table 21, and preceding paragraph), in the four-county area, STABLE has demonstrated:
   a. Functional illiterates and educational dropouts are interested in education and can be involved.
   b. Progress is made by participants in rural areas in a program taking education to the people.
   c. Mature college students, with cultural background similar to the adults being taught, are effective teachers.
2. Berea College is continuing the STABLE program under its Appalachian Center. Other outreach programs are Students For Appalachia and Mental Health Services. This program will be directed by Professor Dan Armstrong of the Sociology Department and Mr. James Avery, a senior level student, and is supported by institutional funds from private sources. Twelve teachers are employed through the Berea College Labor Program, and five volunteers are working. Additional volunteers will be recruited through the Appalachian Center and the Department of Religious Activities. These teams are continuing the program already in operation in 15 communities.

September, 1972, interest in the communities where STABLE is teaching is high. Requests are coming in to

the office and are made to teachers from new participants to be enrolled. The program is known, and recruitment does not require time and effort comparable to that required the first year.

II. Communities Report: Summary

Community surveys were made in the Southern Madison County area of Scaffold Cane and Gabbardtown, and in Pea Ridge in Estill County. Complete reports on these surveys were made in the report to the U. S. Office of Education, February 29, 1972.

In both of these surveys, STABLE teachers went from house to house in a systematic way, informing people about STABLE, and recruiting participants. STABLE has found this to be the most effective method of recruitment. These surveys and other less complete survey work in the Kirksville area and in Brush Creek in Rockcastle County provided the enrollment we have in those communities.

Enrollment in the other communities was continued through sustained work by the teachers from the first year of the program.

A report of the work in the communities follows.

A. ESTILL COUNTY

Barnes Mountain: The Barnes Mountain work was reviewed the end of February. Interest had lagged, with only one participant at that time, after having several involved during the preceding months. The community people lost faith in the community action program after the closing of the community center. It became difficult for participants to see any immediate practical value of education to them. The work was suspended in March when the teachers felt that the results were no longer justifying the cost of the effort.

Pea Ridge: Because of renovation, the community building was not available to STABLE in the fall. Community contact was kept up, however, and a comprehensive survey was made in December. As a result, classes were set up in the community and in homes with four teachers and an enrollment of 19. The work continued through the summer and will be continued with two teachers in the fall of 1972. Three people passed the GED test.

B. MADISON COUNTY

STABLE worked cooperatively with the Department of Economic Security, Division of Public Assistance, in Madison County to set up classes in Richmond and Berea for adult women, using the lessons broadcast by Kentucky Educational Television called "Community High School." Classes began February 10 and continued twice each week on Tuesdays and Thursdays through June 29 in two locations, i.e. Open Concern Community Center in Richmond and the Berea College Alumni Building in Berea.

Teachers: Richmond, Ken Shuler through May 11, then Ernie Walker, Bill Oakland, and Jackie Grisby. Berea, Jackie White. Method: Each participant took the Metropolitan Achievement Test at the Kentucky Employment Service office in Winchester, for placement purposes in the beginning. Classes and teachers viewed each lecture once together, meeting twice a week. The materials packet from KET was provided to each participant, and the Cowles-Regnery GED preparation series and other materials were used as supplements. A lesson period of one and one-half hours with the STABLE teacher followed each lecture.

Enrollment: Four participants in Berea and four in Richmond continued throughout the series. One new participant joined in Richmond for the last segment of mathematics. Four others attended sporadically in Richmond.

Results: Three participants, all in the Richmond class, received diplomas and were accepted at Eastern Kentucky University, but one is awaiting financial arrangements with the college. The fourth full-time participant in Richmond had difficulty which indicated overplacement. The four participants at Berea all took their GED tests. Their scores in most areas were passing level, but not sufficient for an average of 45. All four had greatest difficulty in mathematics.

In addition, KET materials were used by ten other participants. In only one case was tutoring conducted in conjunction with the television program. This participant received her diploma in July. In the other cases,

it was not possible to schedule teaching when the program was shown. There seemed to be a tendency on the part of participants in this situation not to watch the TV program with the same frequency as those who had a tutor present. However, one woman did receive her GED diploma through home study using KET materials and the program. STABLE provided initial counseling and supplemental materials in this case, but did no tutoring. (See Tables 13, 14, and 15 in STABLE Data.)

Evaluation by STABLE Staff: Reactions to the KET Community High School were collected from the participants. These have been incorporated in the following reports:

Community High School, Reactions to the KET Program: Report by Bill Oakland, August 15, 1972

Advantages:

1. A definite goal is set and a time period established for achieving it. This serves as an excellent motivational device.
2. The pacing effect of the TV lectures forces the participant to do more work than she or he might otherwise do.
3. Instruction is restricted to the material essential for passing the GED. Time isn't wasted on skills that are not needed for this task.
4. Multiple airing of each lesson affords an opportunity for review.

Faults:

1. Inflexibility. While it was stated above that the rapidity with which the course is taught is an advantage for the average learner since it forces him to keep up with the lessons, it is also true that the slower learner has difficulty in maintaining the pace. The program might be more effective if aired on two or more schedules, with perhaps only one program shown a week on one schedule, so that tutors would have more opportunity to work with slower participants in each area.

2. Technique. The gravest fault of the program was that it didn't begin to exploit the potential of TV as an educational device. The lecture method was used much too frequently. The inclusion of more visuals (the use of slides, films, and recordings) could have made the presentation much more interesting and meaningful. The lectures themselves often resembled preaching rather than teaching. The goal too often seemed to be the imparting of facts rather than the teaching of skills. This was especially true in the social studies area. Since the GED is a test primarily of reading skill, this is a deficiency. The lecturer himself did a remarkably good job, considering the scope of the material covered, but along with reducing the role of the lecturer, we would recommend that a variety of instructors be used to present the course in order to avoid the monotony of seeing the same face for five months.

3. The Materials. The books are good, but we would recommend the following changes:

   a. Construct grammar and spelling exercises more like those on the GED.

   b. Include more vocabulary drill in reading areas.

   c. Use longer reading selections such as those on the GED. Two participants who used both these materials and the Cowles-Regnery books preferred the latter.

Recruitment and Schedule: Ernest H. Walker, August 22, 1972

The STABLE experience has brought out one overriding factor in all adult education programs, including the CommunityhHigh School. It is that education is available to all who can accept it and adjust to the schedule and format of the classroom or the lesson, but the potential participants who most need the education are those who are least likely to respond, and who have the greatest difficulty adjusting to standardized procedures. They are insecure, and convinced that the tasks of study required to succeed in adult education are beyond them. Therefore, they are least likely to enroll, and if they do, they tend not to keep regular appointments with the broadcast lectures.

Community High School is only one phase of the required program. If we are to reach the thousands who are in greatest need, another phase is needed. Participants need to be recruited and counseled. Recruitment must take into consideration the reluctance of people with limited education to expose themselves. Schedules

which are compatible with employment and family responsibilities must be worked out. A regular schedule of viewing the program must be set up and maintained.

Teachers are needed to work directly with the participants as they work with the materials, giving assistance with problems, and encouragement. There must be a means of securing a commitment to the program. A class such as those held by STABLE can do this.

The Community High School using television is a valuable tool and resource, but it will be largely wasted unless it is supported in the community with organized recruitment, counseling, and teaching.

Berea: Berea College employees and community people were taught at the STABLE offices. STABLE cooperated with the Low Income People's Center, teaching at the Center and in Middletown.

Richmond: The work begun in the Race Street Community Center in the summer of 1971 continued through the year, with definite progress by these low-income participants. This work with two teachers will continue during 1972-73. Support for one will be provided through the local community action program.

Kirksville: Teaching moved from the Baptist Church to homes, and a survey was made in December and January. Teaching was continued through the summer, and will continue this fall with two volunteer teachers.

Scaffold Cane: Work in this area in Madison County was initiated through a survey in January. Participants were taught in homes and in the community center. Several Level I participants made marked progress, learning to read in six weeks.

Log Cabin Road: A 56-year-old mother of a large family after slow progress for nearly a year was able to send a Christmas card to the STABLE office, a signal success.

C. ROCKCASTLE COUNTY

Bloss: A class of five met regularly, with marked progress by the participants. This second year was more successful than 1970-71 in terms of actual enrollment.

Brush Creek: Recruitment efforts developed an enrollment of 16, of whom five were Level I. Participant progress has been good. This is a rural valley with branching hollows and ridges. STABLE has found the need great and the interest high. This class is continuing.

Climax: The work begun last year continued, with good progress shown, and with four participants. The class will continue.

Chestnut Ridge: This is a remote area south of Mount Vernon. People live on a road along the ridge and down into a valley in Daniel Boone National Forest for five miles. A class was set up there in a home the first week of October, then was moved in February to another home when the hostess in the first home

became ill. Enrollment in February was 16. The people in this community put forth an unusual effort, holding class late in the evening in order to include participants who had jobs far from home. The class included six at Level I and II.

Mount Vernon: The team teaching in Chestnut Ridge taught participants in the Mount Vernon area. In addition, a Berea College faculty wife volunteered to teach as a part of her graduate work at Western Michigan University. The following is excerpted from her report:

"How does all this work? The obstacles and frustrations are almost overwhelming at times. Often a husband will command his wife to stop coming just when she's doing well. Illnesses, sometimes in the form of nervous breakdowns, occur; marital problems interfere; people move out of the area unexpectedly; and general apathy and fatigue discourage many. Sometimes a whole class will be missing and it will turn out that STABLE could not compete with the revival meeting at the church next door.

"But more remarkable to me is the fact that a good number of students do stay with the program, learn from it, maybe get jobs, and change significantly. A prime example is Vernon Abner, testing at second grade level in some areas when STABLE found him, and now enrolled as a freshman at Berea College. He walks ten miles a day to his ride, and he somehow has to support his wife and five children, but he's managing very well."

Sand Springs: The team teaching in Bloss made a regular stop here to teach. These communities are both in a remote section of Rockcastle County.

D. JACKSON COUNTY

Clover Bottom: STABLE recruited participants for the ABE class at Sand Gap.

Kerby Knob: Recruitment efforts there resulted in one dropout returning to high school this year.

McKee: STABLE taught four participants; progress was good. Glasses were provided for Level I participant through a private fund.

Moore's Creek: STABLE taught during the school year, but interest lagged. Our efforts to enroll Level I participants we located were not successful.

Morrill: STABLE worked in the community to recruit; one participant was involved. She completed her GED and is now enrolled at Berea College.

Sand Gap: Three teams taught in three communities in the Sand Gap area, with 22 participants.

STABLE worked cooperatively with the Jackson County School Board in an experimental effort to bring participants to the ABE class at Sand Gap School. One STABLE team worked with the ABE teacher. STABLE participants were brought to the school during the spring semester.

Results: Five participants involved in this experiment made significant progress. These were Level III and IV. Four of these received GED diplomas, and all four are now employed. One is now continuing her education, and two plan to do so. STABLE assisted in getting glasses for one.

The Level I and Level II participants involved did not respond well to the school routine. They were willing to work with the STABLE teachers on a one-to-one basis, but did not adjust to a classroom situation. Although they remained at the school for 60 to 90 minutes each time, they could not remain at desks for longer than 30 minutes at a time. Most of them made some progress, some more than others. They generally required individual tutoring. Some learned to read, others progressed into the upper elementary grade levels. None of them has regular employment, but they work occasionally at day work.

A social attitudinal problem developed in the class. Several participants who were doing well dropped out abruptly when some other new recruits were brought in. These were all people of the same race, but apparently of different social standing in the community. Both groups dropped out of the class eventually, but STABLE was able to continue with the first group at home later.

Evaluation: It seems that hard-core Level I adults find it difficult to return to class in school in the orthodox way. They do respond and make some progress with special tutoring, either at home or at the school location.

STABLE DATA

The following sets of data detail the composition of STABLE classes during the spring and summer terms. The spring term encompassed a period from January 1 to May 19. The summer term ran from May 22 to August 22.

INTERPRETATION

Level.

During the spring term, 42% of the participants were at Level I and II (Table 1). During the summer, 50% of the participants were at Levels I and II (Table 2). This indicates that a slightly higher percentage of upper level participants chose not to continue during the summer. During the spring, Estill county had the largest percentage of Level I and II participants -- 53%. In the summer term, Jackson and Rockcastle counties had the largest percentage of these participants -- 54% in each county. During both spring and summer, Madison county had the smallest percentage of Level I and II participants -- 32% in the spring and 46% in the summer. This reflects STABLE involvement with the Community High School program and also the lesser degree of functional illiteracy in this county.

Table 1
Level - Spring Term

Level	Madison	Estill	Rockcastle	Jackson	Total
I	9	3	5	9	26
II	7	7	15	11	40
III	21	6	11	13	51
IV	13	3	10	12	38
Total	50	19	41	45	155

Table 2

Level - Summer Term

Level	Madison	Estill	Rockcastle	Jackson	Total
I	11	2	5	3	21
II	12	6	13	11	42
III	22	6	10	6	44
IV	5	2	5	6	18
Total	50	16	33	26	125

Age.

The majority of the participants were eighteen years and older -- 85% during the spring (Table 3), and 82% during the summer (Table 4). Only four participants in each term were over sixty years of age. Thus, most STABLE participants fell in the age range in which their learning would have vocational applications. The majority of those seventeen or younger were members of families in which adults were being tutored. However, at least five high school age mothers participated. These girls had to drop out of school when they became pregnant and subsequently had not been able to finish their schooling. The schools discouraged their reenrollment in regular classes. Other girls felt unwelcome in such a setting even though the school allowed them to attend. In the area served by STABLE, there are no alternative means of securing a regular high school diploma, and people who are ostracized in the day school setting must wait until their nineteenth birthday to be awarded a GED and receive any additional training that may depend on high school completion.

Table 3
Age - Spring Term

Age	Madison	Estill	Rockcastle	Jackson	Total
1-12				2	2
13-17	2	7	5	7	21
18-30	22	8	6	18	54
31-60	24	4	28	18	74
60-	2	0	2	0	4
Total	50	19	41	45	155

Table 4
Age - Summer Term

Age	Madison	Estill	Rockcastle	Jackson	Total
			1		1
13-17	6	4	1	10	21
18-29	19	11	4	8	42
30-59	23	1	25	1	57
60-	2		3		4
Total	50	19	41	45	125

Sex.

Women formed the majority of STABLE students -- 60% in spring (Table 5), and 70% in summer (Table 6). The increased percentage of women participants during the summer might be explained by the increased employment of women teachers during this time. In general, it appears that women teachers tend to recruit more women than men. This factor should probably be a consideration in the planning of Adult Basic Education programs. An analysis of STABLE classes supports this conclusion in that men teachers are teaching men and women teachers are instructing women. The cultural mores of the participants seem to influence this to the extent that in Appalachia sex roles are more clearly separated than in the nation at large. Women are not expected to have the same interests as men, and teachers find many more points of common interest with participants of the same sex.

Table 5
Sex - Spring Term

Sex	Madison	Estill	Rockcastle	Jackson	Total
Male	16	10	13	23	62
Female	34	9	28	22	93
Total	50	19	41	45	155

Table 6
Sex - Summer Term

Sex	Madison	Estill	Rockcastle	Jackson	Total
Male	9	8	8	12	37
Female	41	8	25	14	88
Total	50	16	33	26	125

Marital Status.

During spring and summer terms, respectively, 65% and 67% of the participants were married (Tables 7 and 8). In roughly one-third of the cases, both husbands and wives (about thirteen married couples), were tutored. Otherwise, just one member of the family was being taught. In some cases, wives would help teach their husbands.

Less than 9% of the participants were divorced.

Table 7
Marital Status - Spring Term

Status	Madison	Estill	Rockcastle	Jackson	Total
Married	32	10	33	26	101
Single	7	8	6	15	36
Widowed	2	0	2	2	6
Divorced	9	1	0	2	12
Total	50	19	41	45	155

Table 8
Marital Status - Summer Term

Status	Madison	Estill	Rockcastle	Jackson	Total
Married	27	13	32	12	84
Single	13	2	1	12	28
Divorced	8	1		1	10
Widowed	2			1	3
Total	50	16	33	26	125

Employment Status.

During the spring term, five participants who had been unemployed and four participants who had not been part of the labor force began working full time. An additional four participants, who had been unemployed, found parttime work. STABLE was instrumental in securing full time jobs for four of these participants (Tables 9 and 10).

In the summer, four previously unemployed participants found full time work. In addition another unemployed participant and one who was out of the labor force began work on a parttime basis. STABLE directly assisted one of these participants in getting a full time job (Tables 11 & 12).

In all, 7% of the spring participants and 4% of the summer participants improved their employment status.

Table 9
Employment Status - Spring Term

Status		Madison	Estill	Rockcastle	Jackson	Total
Full time	Initial	19	3	6	8	36
	Final	19	4	11	11	45
Part time	Initial	5	2	1	9	17
	Final	5	3	2	9	19
Unemployed	Initial	15	1	12	6	34
	Final	15	1	8	3	27
Not in labor force	Initial	11	13	22	22	68
	Final	11	11	20	22	64
Total		50	19	41	45	155

Table 10
Employment Directly Assisted By STABLE

Location	Madison	Estill	Rockcastle	Jackson	Total
	0	0	3	1	4
Total	0	0	3	1	4

Table 11

Employment Status - Summer Term

Status		Madison	Estill	Rockcastle	Jackson	Total
Full time	Initial	18	2	3	3	21
	Final	13	3	5	4	25
Part time	Initial	3	1	3	3	10
	Final	3	3	3	3	12
Unemployed	Initial	19	5	7	7	38
	Final	19	3	5	6	33
Not in labor force	Initial	15	8	20	13	56
	Final	15	7	20	13	55
Total		50	16	33	26	125

Table 12
Employment Directly Assisted By STABLE

Location	Madison	Estill	Rockcastle	Jackson	Total
	0	0	1	0	1

Eighth Grade and GED Tests.

During the spring term, two participants took and passed the Eighth Grade Equivalency test given by the Jackson county school district and were awarded eighth grade diplomas. Two other Jackson county participants took the GED test and ~~one of them~~ passed. (Table 13)

During the summer, nineteen participants took the GED test. Eleven of these had used the KET program and material. Five of these passed. Eight additional students took the GED and passed it. (Table 14) Those participating in the KET program took each segment of the test immediately after completing the lessons pertaining to it. In many cases the participants were still not ready. This indicates that pretesting, such as that given to the eight participants not using the KET program, should be administered at the end of each unit of study to those students using the KET program.

Four participants who passed the GED have been accepted by colleges. (Table 15) Two women plan to enter Eastern Kentucky University's two-year Nursing program, and another plans to enter a four-year curriculum at that school. The fourth woman is entering Berea College this fall.

In November, 1971, one participant had been admitted to Berea College. This means a total of five participants have been admitted to a college or university.

Table 13
Eighth Grade And GED Diplomas
Spring Term

	Madison	Estill	Rockcastle	Jackson	Total
Eighth Grade Exam	0	0	0	2	2
Took GED	0	0	0	2	2
Passed GED	0	0	0	1	1

Table 14
GED Diplomas
Summer Term

	Madison	Estill	Rockcastle	Jackson	Total
Took GED	11	3	0	5	19
Passed GED	5	3	0	5	13

Table 15
STABLE GED Candidates Accepted By Colleges
For Fall Semester, 1972

Madison	Jackson
3	1

Drivers' Licenses.

Six participants have received drivers' licenses after instruction from STABLE -- three during each term. (Tables 16 and 17)

Table 16
Drivers' Licenses Obtained With STABLE Assistance
Spring Term

Madison	Estill	Rockcastle	Jackson	Total
0	1	0	2	3

Table 17
Drivers' Licences Obtained With STABLE Assistance

Summer Term

Madison	Estill	Rockcastle	Jackson	Total
0	2	0	1	3

Dropouts.

During the spring term there were thirty STABLE participants who chose not to continue in the program. In some cases family members were opposed to participation in STABLE; in others the participant lost interest. A few participants had jobs that conflicted with the times that the STABLE teacher was available to teach them. Others moved away. There was no single predominant cause. Of the one hundred and twenty-five people participating at the end of spring term, twenty-five did not study during the summer. Some of these participants did not want to make the transition to a new teacher. Where teaching is predicated upon a close friendship between teacher and student, as it is in STABLE, a change of teacher can present special problems. Also many participants had to devote more hours to their farms and gardens. This was also the reason given by most of the sixteen participants who dropped out during the summer. (Tables 18 and 19)

Table 18
STABLE Dropouts
Spring Term

Total Dropouts	30

Table 19
Dropouts Between May 22 and Aug. 22

Madison	Estill	Rockcastle	Jackson	Total
7	4	1	5	17

Referrals To ABE Classes.

During the spring nineteen participants were referred to ABE classes. Fourteen of these enrolled in, or were taken to, the classes. The majority of these referrals occurred at Sand Gap in Jackson county and the results of this effort are described elsewhere in the final report. (Table 20)

Public school ABE classes were not continued during the summer.

Table 20
STABLE Referrals To ABE

Attempted referrals	19
Successful referrals	14

New Participants.

Twenty-five new participants began studying with STABLE this summer. In Estill county, half of the participants began studying this term while in Rockcastle county, no new students were recruited. (Table 21) In general, less recruitment was done this summer than in previous terms because of the anticipated teacher shortage this fall.

Summary: One hundred fifty-five adults and youths studied with STABLE during spring term, and one hundred and twenty-five during summer. From January 1, 1972, to August 22, 1972, one hundred and eighty adults were involved in the program.

Table 21

New Participants Between May 22 and Aug. 22

Madison	Estill	Rockcastle	Jackson	Total
13	8	0	4	25

Participant Progress.

The progress made by STABLE participants was determined in a number of ways, some more subjective than others. With participants at Levels III and IV, the California Tests of Adult Basic Education were used initially for placement purposes and periodically to check progress. Grade level differentials from such testing were one criterion for progress.

In reading, the primary criterion was the difference between initial and current independent reading levels as ascertained from the difficulty of the material being read.

STABLE teachers record the objectives that their participants are trying to attain and their achievements. Using these records, an attempt was made to determine the amount of progress in terms of grade equivalence differentials.

During the summer, an attempt was made to classify progress of less than a year as greater or less than six months. Also reading progress was classified by level since different skills are emphasized at each level.

It should be noted that, while the spring progress report covers participants progress since entry in the program (in some cases over a year before), the summer report covers only the three.

Mathematics, reading and grammar were the subjects most often studied by STABLE participants. Table 22 indicates that the more a subject was taught, the larger the percentage was of participants making a year's progress or more. For example, 75% of all STABLE participants studied math during the spring. Of these, 60% made a year or more of progress. During the same term, 52% studied reading and 52% of these made more than a year's progress; 40% studied grammar, 48% of these made more than a year's progress; 36% studied spelling and 46% of these made more than one year's progress; 35% studied social studies and 27% made over a year's progress.

The same correlation holds true for the summer term with regard to those subjects most often studied. (Table 23) As would be expected, it appears that STABLE teachers teach best those subjects that they

teach most often. However, during the summer, of the few who studied literature, spelling, social studies and science, most progressed very well. Most of those studying in these areas were GED candidates. The difference between pre and post test scores for these may have been influenced by initial unfamiliarity with test taking as much as by lack of skills in these subjects.

During the summer, participants concentrated their studies in fewer areas. In spring, participants studied an average of nearly four subjects. Summer participants studied an average of less than two subjects per person.

Table 22

Progress - Spring Term

Total Four-County Area

	0-1 Yr.	1-2 yrs.	2-3 yrs.	3 yrs. and up	Total studying subject	% of total part.
Reading	39	25	13	4	81	52
Handwriting	29	10	13	3	55	35
Spelling	30	12	10	4	56	36
Grammar	32	14	10	6	62	40
Literature	30	14	2	0	46	30
Composition	18	7	3	1	29	19
Math	47	45	18	7	117	75
Science	22	13	3	1	39	25
Social Studies	39	8	2	5	54	35
Consumer	20	2	0	0	22	14
Health	9	2	0	0	11	7
Vocational	10	3	0	0	13	8
Typing	3	0	0	1	4	3
Sewing	3	2	0	0	5	3

Table 23

Progress - Summer Term

Total Four-County Area

	0-6 mo.	6-12 mo.	1-2 yrs.	2-3 yrs.	3 yrs. and up	Total studying subject	% of total participants
Reading I	10	3	2	1		16	13
Reading II	11	10				21	17
Reading III	8	8	5			21	17
Handwriting	1					1	1
Grammar	18	10	9	1		38	30
Spelling	6	4	1	1		12	10
Literature	1	1	5			7	6
Composition	2	1	1			4	3
Speech	3	2				5	4
Math	30	14	16	8	1	69	55
Science	2	2	4	1		9	7
Social Studies	1	2	4	1		8	6

Teacher Utilization Time

Inspection of Tables 24 and 25 indicates that much of the STABLE teachers' time was spent in activities other than teaching. Travel took between one-fifth and one-fourth of all the time devoted to the project. The percentage of time spent in travel increased during the summer, even though six teachers were living in the counties in which they worked. This was due primarily to the necessity to take GED candidates to the testing center in Richmond and other participants to Richmond and Lexington for medical services. Also, a number of teachers took their participants on field trips to libraries and museums. Lesson preparation time increased in relation to time spent teaching during the summer.

Table 24

STABLE Teachers' Utilization of Time -- Spring Term

	Total hours	Hours per teacher	% of total time
Teaching	2102	75	53
Travel	875	31	22
Noninstructional services (includes recruitment)	464	16	12
Lesson preparation	462	16	12
Other	59	2	1
Total hours devoted to STABLE	3962	141	

Table 25

STABLE Teachers' Utilization of Time -- Summer Term

	Total hours	% of total time
Teaching	1244	40.8
Travel	748	24.4
Lesson Preparation Time	337	10.9
Recruitment Time	163	5.3
Other	573	18.6
Total	3065	100.0%

CONTENTS: STABLE MATERIALS CATALOGUE, APPENDIX A-R

000061	Individual Reading Placement Inventory
000066	System for Success (Book I, revised)
000067	System for Success (Book I, revised) Instructor's Book
000068	System for Success (Book II)
000069	System for Success (Book II) Instructor's Book
000196	Where Does the Money Go
000197	How to Get a Job and Keep It
000245	Language Arts Program, Reading I
000246	Language Arts Program, Reading II
000247	Language Arts Program, Reading III
000248	Language Arts Program, Reading IV
000260	Workers in the Sky
000261	Send for Red
000262	Mystery of the Mountains
000263	Second Chance
000264	A Race to Remember
000265	Valley of 10,000 Smokes
000266	Santa Fe Traders
000267	Men Who Dare the Sea
000268	Guides to High Adventure
000269	First at the Finish
000270	I Fell 18,000 Feet
000271	What's On the Moon
000344	Reader's Digest Readings; Book 3
000353	Falcon Books (series)
000354	A Tree Grows in Brooklyn
000355	Karen
000356	Fail-Safe
000357	West Side Story
000358	Go Up for Glory
000359	Dracula
000360	April Morning
000361	I Always Wanted to Be Somebody
000362	Go Tell It on the Mountain
000363	Times 4: Four Science Fiction Tales
000364	The Call of the Wild
000365	A Choice of Weapons
000366	The Listening Walls
000367	Anne Frank: the Diary of a Young Girl
000391	Know Your Legal Rights
000392	Social Security and You
000393	How To Save Money
000394	More for Your Money
000449	Sound Spelling: Book I
000450	Sound Spelling: Book II
000451	Sound Spelling: Book III
000452	Sound Spelling: Book IV
000453	Sound Spelling: Book V
000454	Sound Spelling: Book VI
000461	Be Informed Series
000519	Money Management Series
000575	Course Content Outline Adult Basic Education Language Arts

000576	Teaching Materials for Beginning Readers
000577	Word Recognition and Analysis: and Reading Paragraphs
000578	Word Lists for Dictionary Usage and Spelling Exercises
000579	An Overview of Teaching Reading in ABE Classes
000595	The Wise Utilization of Income
000624	Steps to Mathematics
000625	Steps to Mathematics, Book I
000626	Steps to Mathematics, Book II
000627	Basic Essentials of Mathematics
000628	Basic Essentials of Mathematics, Book I
000629	Basic Essentials of Mathematics, Book II
000651	A Job for You
000656	We Are What We Eat
000657	Basic Science for Living
000658	Basic Science for Living, Book I
000659	Basic Science for Living, Book II
000675	You and Your Money
000676	Using Dollars and Sense
000678	The Care We Give Our Clothes
000679	New Fabrics, New Clothes, and You
000888	Helping Your Children
000969	Building Word Power
001062	I Want to Read and Write
001063	I Want to Learn English
001064	Learning and Writing English
001069	From A to Z
001070	Adult Reader
001071	Working With Words
001072	Working With Words
001073	Working With Word Patterns
001078	Read to Learn
001138	Stories of 23 Famous Negro Americans
001140	Holidays and History
001249	Is That a Fact
001250	A Horse's Head
001341	How to Read Better, Book I
001342	How to Read Better, Book II
00000A	Reading Development, Kit A
00000B	Reading Development, Kit B
00000C	Programmed Reading for Adults, Book 2, The Sounds of the Letters
00000D	Programmed Reading for Adults, Book 2, From Words to Sentences
00000E	Programmed Reading for Adults, Book 4, Sentence Reading
00000F	Programmed Reading for Adults, Book 5, Paragraph Reading
00000G	Programmed Reading for Adults, Book 6, Consecutive Paragraphs
00000H	Steps to Learning, Book I
00000I	Steps to Learning, Book II
00000J	Imaginary Line Handwriting, Book 2
00000K	Imaginary Line Handwriting, Advanced Cursive
00000N	New Avenues in Reading
00000P	Language Exercises, Red Book
00000Q	Language Exercises, Blue Book
00000R	Language Exercises, Gold Book
00000S	Language Exercises, Green Book

00000T	Activities for Reading Improvement, Book 3
00000U	Skill Book I: Sounds and Names of Letters
00000V	Skill Book II: Short Vowel Sounds
00000W	Skill Book III: Long Vowel Sounds
00000X	Preparation for the High School Equivalency Examination (Cowles-Regnery GED Program)
00000Y	Programmed Reading for Adults, Book 7 Content Analysis
00000Z	Programmed Reading for Adults, Book 8 Functional Reading
0000AA	English 2200: A Programmed Course in Grammar and Usage
0000AB	English 2600: A Programmed Course in Grammar and Usage
0000AC	English 3200: A Programmed Course in Grammar and Usage
0000AD	Refresher Course: Working With Numbers
0000AE	Algebra, Book I

APPENDIX B-R

STABLE TEACHING MATERIALS

CONTENTS

Title	Grade Level
Around the Barrel	2nd
Food	1st
Essential Word List	3rd
Home	
Talkin'	2nd
Coal Mining	3rd
Building Houses	3rd
Home	3rd
How Richmond Became the County Seat	4th
Humor in Mountain Living	4th
Moonshine	5th
Road Building	5th
Silver Mine	6th
How Much?	2nd to 8th
STABLE Interest Survey	

PARTICIPANT PROGRESS REPORT

Reporting Period _____ to _____

1. Name of Participant _____

   Address _____

2. Age:
   - 0-12 ____
   - 13-17 ____
   - 18-30 ____
   - 30-60 ____
   - 60- ____

3. School grade completed ____

4. Entry level in STABLE ____

5. Date of first contact _____

6. Date instruction began _____

7. Marital Status:
   - married ____
   - single ____
   - divorced ____
   - widowed ____

8. Employment status:

	Initial	Final
full time	_____	_____
part time	_____	_____
unemployed	_____	_____
not in labor force	_____	_____

9. Employment assisted by STABLE _____

10. Driver's license obtained with STABLE assistance _____

11. Referred to ABE class:

	Date	School
referred	_____	_____
enrolled	_____	
follow up	_____	_____

12. Special services provided _____

_____

13. Number of contacts _____

14. Hours of contact _____

15. Hours of instruction _____

16. Areas of instruction _____

17. Additional comments:

STABLE teacher making this report _____

Date _____

Date	Objective	Materials	Achieved	Hours

Date _____

Communities visited _____

Lesson preparation time _____ Travel time _____

Recruitment time _____ Instruction time _____

Other time spent in community: Specify activity and time _____

_____ Total hours _____

New contacts: Names _____

- -

Date _____

Communities visited _____

Lesson preparation time _____ Travel time _____

Recruitment time _____ Instruction time _____

Other time spent in community: Specify activity and time _____

_____ Total hours _____

New contacts: Names _____

- -

Date _____

Communities visited _____

Lesson preparation time _____ Travel time _____

Recruitment time _____ Instruction time _____

Other time spent in community: Specify activity and time _____

_____ Total hours _____

New contacts: Names _____

- -

Date _____

Communities visited _____

Lesson preparation time _____ Travel time _____

Recruitment time _____ Instruction time _____

Other time spent in community: Specify activity and time _____

_____ Total hours _____

New contacts: names _____

Date _____

Communities visited _____

Lesson preparation time _____ Travel time _____

Recruitment time _____ Instruction time _____

Other time spent in community: Specify activity and time _____

_____ Total hours _____

New contacts: Names _____

- -

Date _____

Communities visited _____

Lesson preparation time _____ Travel time _____

Recruitment time _____ Instruction time _____

Other time spent in community: Specify activity and time _____

_____ Total hours _____

New contacts: Names _____

- -

Date _____

Communities visited _____

Lesson preparation time _____ Travel time _____

Recruitment time _____ Instruction time _____

Other time spent in community: Specify activity and time _____

_____ Total hours _____

New contacts: Names _____

- -

Date _____

Communities visited _____

Lesson preparation time _____ Travel time _____

Recruitment time _____ Instruction time _____

Other time spent in community: Specify activity and time _____

_____ Total hours _____

New contacts: names _____

APPENDIX E-R

Excerpt from news release from Berea College News Bureau, September 19, 1972

"They make you believe in yourself."

"I failed the eighth grade 17 years ago, and hadn't been back to school since," said Mrs. Gladys Thomas of Richmond. "I just didn't think I could do it. Then I heard about Berea College's STABLE program (Student Taught Adult Basic Literacy Efforts). They helped me get my high school diploma and now I'm going to college.

"I'm amazed myself--mostly floored. All I had ever done was work as a waitress or in a factory, and I despised both. I wanted to get a better job--I even took an aptitude test once, but they said all I could do was the same kind of work I had been doing. I believed them. I thought I couldn't do anything else."

Mrs. Thomas started working with Kenneth Shuler, a senior from Wytheville, Va., in February and she passed her GED test, often called the high school equivalency test, about five months later, in June.

"Then after I had the GED," Mrs. Thomas said, "I asked myself what are you going to do with it? I thought I'd like to go into Eastern's two-year nursing program as a full-time student. I have been practically nursing my in-laws and family for six years--thought maybe now I'd get paid for it. Some of my friends said I could become a nurses' aide right away, but I said why do that when I can go on to college and be an RN?

"I think STABLE is great, and I wish more people like me could know about it. You would have a lot more nurses and doctors. It sure is beautiful to get pulled up like this."

Berea's

APPALACHIAN COMMITMENT

APPALACHIAN CENTER

APPALACHIAN MUSEUM

WEATHERFORD-HAMMOND MOUNTAIN COLLECTION

APPALACHIAN CENTER

In 1970, in recognition of the efforts of many persons at Berea to make even stronger the College's traditional ties with the people and the culture of the mountains, the faculty and trustees voted to establish the Appalachian Center. As the leader and coordinator of Berea's Appalachian programs and activities, the Center has a number of specific functions. It encourages the development of departmental courses relating to Appalachia and it furthers research and student independent study on Appalachian subjects. It

Brunner Studio

acts as the adviser to students majoring in Appalachian Studies. It develops and directs outreach projects, in which students go into Appalachian communities to give service to the people and at the same time to enhance their own learning through this kind of service. Students for Appalachia and Student-Taught Adult Basic Literacy Efforts are two of the programs currently administered by the Appalachian Center.

The Center also works to develop ties between Berea and other institutions in the Appalachian region, and it is increasingly recognized across the nation as a source of information about Appalachian culture, values, problems and programs. It administers the Speaker and Resource Bureau, which gets Berea staff members together with local community groups. The Center and the Hutchins Library also award an annual prize—the W. D. Weatherford Award—for the best published writing about Appalachia. Berea has traditionally been known as the Appalachian college, and the Appalachian Center now serves as the focus of its Appalachian commitment.

Weatherford-Hammond Mountain Collection

Fifty years ago, all of the worthwhile books on Appalachia could have been gathered between the bookends on a librarian's desk—and were—in Berea. One southern bookman of that time wryly observed that you could find more books on Tibet than on America's own Appalachian region. That man was Dr. W. D. Weatherford, Sr., who saw that Berea would be the ideal center for a definitive library collection on Appalachia and inspired the library staff to aim at building it. A remarkable man, Dr. Weatherford was a pioneer in race relations, a benefactor and trustee of Berea College for fifty years and the author of some fifteen books. His friend William A. Hammond doubled the book-buying endowment, and the collection was named for the two men.

Today the Weatherford-Hammond Collection at Berea totals well over 6,000 items. Students, faculty and visiting scholars use its rich resources in Appalachian history, geography, economics, music and regional culture. For example, the collection includes 924 books of fiction either written by mountain authors or having scenes laid in the mountains. There are 120 mountain county histories, a rich store, and some 250 books on ballads and folk songs tracing origins of Appalachian traditional music. Every year the collection grows as current books, out-of-print books and rarities are added.

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Berea's continued emphasis on its Appalachian commitment makes the Hutchins Library the appropriate place for such a collection—a collection whose importance will increase through the years.

Brunner Studio

Berea's Summer Puppetry Caravan tours the towns and valleys of Appalachia, bringing traditional tales to delighted audiences of youngsters—and oldsters, too.

Weatherford-Hammond Mountain Collection

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Brunner Studio

Berea's continued emphasis on its Appalachian commitment makes the Hutchins Library the appropriate place for such a collection—a collection whose importance will increase through the years.

APPALACHIAN MUSEUM

Further visual evidence of Berea College's commitment to Appalachia and its history is provided by the Appalachian Museum. It has been designed to preserve and display in interpretive fashion the fast-disappearing tools and artifacts and even the living conditions of the region's early days.

Brunner Studio

Museum exhibits include a small log blacksmith shop, a working handmade loom, and authentic tools used in the self-sufficient family life of the past for such tasks as furniture-making, candle-making, and vegetable dyeing of textiles. There is even a replica of a mountain cabin interior with its handmade furniture in place. These are things that normally can be seen today only in small illustrations in printed histories or craft books. Here they come alive for museum visitors.

Many of the items on display came from the Edna Lynn Simms Collection of Gatlinburg, Tennessee, which was given to Berea College. Others came from the Mason, Curry, Daugherty, Lambert and Kahn collections.

A Doris Ulmann photograph

Photographs by the celebrated photographer Doris Ulmann showing mountain people and their homes of forty years ago help make complete the story of these hand-forged tools and other authentic utensils. The pictures are on loan from the Doris Ulmann Foundation Collection in the Berea College Art Department.

As hundreds of visitors can testify, the Museum is a place to see and study the past and the customs that now have almost disappeared from the mountains.

Joe Clark H. B. S. S.

Berea's Summer Puppetry Caravan tours the towns and valleys of Appalachia, bringing traditional tales to delighted audiences of youngsters—and oldsters, too.

BEREA
Serves Appalachia

Berea's commitment to the people of Appalachia has been fundamental through the century of the College's existence. It has helped make Berea College known throughout the world.

We have traditionally sought out students from the Appalachian South. Teachers and scholars with Appalachian interests have been drawn to our faculty or have appeared as lecturers or visiting professors. The College has also worked outside the classroom; through special programs we have sought to promote the social and economic development of the area we serve. The Country Dancers, a student club, the Summer Puppetry Caravan and the Chapel Choir travel extensively, giving performances of traditional material that tells a regional story to audiences of thousands. Today's curriculum includes courses in Appalachian culture, history, music and literature and others on Appalachian migration problems, community development, housing and health care.

Berea also has programs for students from Appalachia who have special needs. An Upward Bound program challenges young people who would not ordinarily go to college; a summer course is operated for gifted students, and a special services program recruits and assists students whose test scores and high school performance may be low but whose motivation and determination are high.

The programs and activities described in this folder are visible, present-day examples of the way Berea puts into practice our concern and commitment to the people and the land of Appalachia. The stirring origins of this commitment are demonstrated in the College-sponsored play *Wilderness Road,* which is given at Berea's Indian Fort Theater. The commitment is the real, long-time essence of the College and of the education it has offered and is offering to generations of mountain families.

Two of Berea's Great Commitments

• To provide an educational opportunity for students from Appalachia who have high ability and limited economic resources.

• To serve the Southern Appalachian region primarily through education, but also by other appropriate services.

Because it is Appalachia's pioneer institution of higher education, Berea College has always had a close and special relationship to the region. But its commitment to Appalachian studies and research is never kept at the expense of a fine liberal education. Instead, it is viewed as a significant ingredient of such an education.

Willis D. Weatherford, President
BEREA COLLEGE, BEREA, KY. 40403

Dave Huff

For thirt
Dancers
formed
out the

For thirty-three years, the Berea College Country Dancers—a group made up of students—have performed mountain and other folk dances throughout the nation and in other countries as well.

STUDENT TAUGHT ADULT BASIC LITERACY EFFORT

(STABLE)

Evaluation Report

September 1, 1971 through May 30, 1972

Report Submitted

June 30, 1972

Evaluation Committee

Mr. Ken Bean

Mrs. Edythe Hayes

Dr. Wallace Nave

Dr. Harold Rose

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B. STABLE PROJECT EVALUATION FORM "B"

C. ADULT STUDENT QUESTIONNAIRE

D. STABLE STAFF REPORT OF ACTIVITIES RELATED TO PROJECT OBJECTIVES

CHAPTER I

An Introduction to STABLE

Student Taught Adult Basic Literacy Effort (STABLE) is a program designed to develop effective methods of meeting the acute need for education among adults in the rural Appalachian area. The basic hypothesis is that college students from low-income rural homes can form an effective teaching relationship with adults from similar situations.

The project is designed to go out to the people with concerned, mature college students to work with people to develop a kind of self-help education. Small classes were to be developed with the participation of the people themselves--in reading, math, and practical information of help to them, such as the food stamp program, job applications, health resources, and family budgets.

This program was designed to supplement the regular ABE program and teachers in meeting the needs of the functionally illiterate. ABE programs have usually been set up rather formally in traditional institutional facilities, and when the programs were ready, public announcements were made via newspaper and radio inviting those who need ABE to participate. Teachers have generally been those with traditional academic credentials, haveing previous experience in classroom teaching. Typically they have reached only a highly selected few; e.g. (1) those in captive programs such as WIN and (2) those volunteers who have sufficient motivation and appreciation of the practical benefits of education and do not have major cultural, social, and psychological stumbling blocks which cannot be

quickly overcome without considerable assistance. Programs such as these cannot and will not reach the thousands of functionally illiterate who even more critically need ABE and who have the potential for benefiting tremendously from it.

In short, the STABLE project is designed to provide the "something else" in pre-ABE programs to prepare people for entering into the regular ABE classes. Looking at the program from a different point of view, it is obvious that significant benefits will occur to the college students who conduct the classes. It is anticipated that some of the student teachers involved in the program will eventually go into teaching as a profession. For those who do so, an understanding of the problems described above and the experience in dealing with them gained through participation in this program will be of inestimable value.

Institutional Setting

Berea has a Student Labor Program, and all students are required to work at least ten hours a week. STABLE is a part of this Student Labor Program. The labor program is an integral part of the life at Berea College for three basic reasons: (1) a belief in the dignity of all labor; (2) the need on the part of students to earn part or all of the funds needed to maintain themselves in college; and (3) the belief that one learns by doing--that work is an important learning process. STABLE is one of the work programs that allows students to apply classroom teachings as well as special training while they are still students.

It was the special nature of Berea College, the students, and curricula, which provided the credence for a program involving college

students as teachers of hard core individuals in Appalachia.

Population

The counties of Estill, Jackson, Madison, and Rockcastle were includ d in the study. The rate of illiteracy in these counties is extremely high as reflected in the table below. Approximately 20 percent of the population over 25 years of age have less than five years of education.

Persons 25 years and older with less than five years of education in 1960

	Number	Percent
Estill	1,466	22.1
Jackson	1,463	28.5
Madison	3,022	17.9
Rockcastle	1,488	24.1
Southern Appalachia	836,209	15.6
United States	8,302,582	8.4

Existing ABE programs are providing services in the area in the attempt to reduce illiteracy. But clearly these programs are not meeting all--or even most--of the needs for adult education in the area. Below are the enrollment figures for the years 1966-1969.

ABE enrollment by county

County	1966-67	1967-68	1968-69	Total
Estill	0	180	180	180
Jackson	91	56	56	203
Madison	93	124	133	350
Rockcastle	37	25	37	99

The statistics reveal that in Madison County alone in 1960, there were more than 3,000 people 25 years old or older--to say nothing of those adults 18 to 24 years of age--who were classified as functionally illiterate. Yet, only 350 people were enrolled in ABE in the years represented. Probably the number of individuals enrolled is considerably smaller than this since presumably some individuals were enrolled for consecutive years, and are therefore included more than once in this total. It must also be pointed out that the ABE programs attract students who are at the GED preparation stage and seldom attract the functionally illiterate.

It is obvious that a new method must be developed to reach the functionally illiterate Appalachian. The STABLE project was developed as a demonstration project to test the effectiveness of college students going into homes to work with functional illiterates.

History of Project

This evaluation of the STABLE project covers the second year of operation. In order to give the reader some background, a brief overview of the activities of the first year is presented.

After negotiations with the U. S. Office of Education, the Council of the Southern Mountains and Berea College completed an agreement in line with these negotiations to work in Student Taught Adult Basic Education. A grant was approved June 8, 1970, by the Office of Education to the Council of the Southern Mountains and Berea College. Student teachers were recruited through the regular college Student Labor Program to work in communities in Madison, Jackson, Estill, and Rockcastle Counties during the school year.

Twenty-four students were recruited in September and trained to teach. Additional student teachers were brought in and trained to fill vacancies as they occurred.

By September 19, work was begun in ten communities. This was increased to 13 by October 23, and to 19 by November 27. By March 25 four more were added, while seven were dropped. Three were added during the summer, to make a total of 19 as of August 31, 1971.

Summer work was conducted in 16 communities with 96 participants.

One hundred and seventy-five people were involved in some way in STABLE from June 1, 1970, through August 31, 1971.

Six successful referrals were made to the local Adult Basic Education programs.

CHAPTER II

STABLE TEACHERS

The key element in the operation of the STABLE project, as in any learning venture, was the teachers. The teachers were to be mature upper-class students enrolled at Berea. Teachers were to be selected with backgrounds similar to those of students they were teaching.

Although the assistance provided to adult basic education students was of primary concern in the project, the benefits accrued by college students who conducted the classes are of equal importance. Some of the STABLE teachers are going into teaching as a profession. For these, an understanding of the problems of disadvantaged people will be of inestimable value.

The field experience provided by STABLE is more direct, immediate, and personal than classroom work. The students in the field learn by being there, by working directly with people and problems, and by undergoing constant evaluation. Words and terms used in the classroom take on different meanings in the field. The impersonal becomes very personal when the student actually encounters poverty, poor people, substandard housing, illiteracy, unemployment, welfare subsistence, politics, and social stratification.

In addition, working in the STABLE project should provide a more favorable attitude toward social and rehabilitation agencies and institutions providing services to the disadvantaged; but more importantly, toward the people they serve.

Description of the STABLE Teachers

In order to provide a greater understanding of the STABLE teachers, select demographic data were obtained. These data are of importance because of assumptions made related to similarity in backgrounds between teachers and students and effectiveness.

Sex

The teachers were nearly equally divided between male and female. Table 1 reveals a difference of only one between the two categories.

Table 1. Distribution of STABLE teachers by sex

Sex	Number	Percent
Female	15	53.6
Male	13	46.4
Total	28	100.0

Home State

Data pertaining to the home states of the teachers are summarized in Table 2. Although nine states are represented, over one-half of the teachers are from Kentucky and West Virginia. Berea College requires a minimum of 80 percent of their students to be from an area designated as Southern Appalachia. Although there are teachers from states not in Southern Appalachia, many of these may have once resided in the area. It appears that the majority of the STABLE teachers have an Appalachian heritage.

Table 2. Distribution of STABLE teachers by home state

State	Number	Percent
Kentucky	7	25.0
West Virginia	8	28.6
Illinois	1	3.6
Michigan	1	3.6
Virginia	6	21.4
Pennsylvania	1	3.6
Georgia	1	3.6
Maryland	1	3.6
North Carolina	2	7.1
Total	28	100.0

Family Employment Status

A measure of employment for both parents was collected. Although the employment rate in Appalachia is much lower than in the remainder of the country, none of the STABLE teachers' fathers was unemployed. However, nearly 18 percent of the teachers were from homes where the father was deceased. Over two-thirds of the mothers were unemployed. This probably reflects both a lack of employment opportunity and the rural life style and norms which require the woman to assist on the farm and to remain at home. See Tables 3 and 4.

Table 3. Distribution of STABLE teachers by father's employment status

Employment status	Number	Percent
Employed	15	53.6
Unemployed	--	--
Deceased	5	17.9
Retired	3	10.7
Self-employed	2	7.1
No response	3	10.7
Total	28	100.0

Table 4. Distribution of STABLE teachers by mother's employment status

Employment status	Number	Percent
Employed	4	14.3
Unemployed	19	67.9
Deceased	4	14.3
No response	1	3.6
Total	28	100.0

Income

Table 5 reveals that 25 percent of the respondents were from homes where the income fell under $3,000, the poverty level figure. Although over one-half of the participants were from homes with a total income of less than $6,000, the greatest concentration of STABLE teachers were from homes with a $6,000 to $9,000 income.

Table 5. Distribution of STABLE teachers by family income

Family income	Number	Percent
Less than $3,000	7	25.0
$3,000 to $6,000	8	28.6
$6,000 to $9,000	12	42.9
$9,000 or more	1	3.6
Total	28	100.0

Home Community

For the most part, the STABLE teachers were from sparsely settled communities. One-half of the teachers lived in communities with a population of less than 2,500. Only five respondents lived

in communities of over 10,000 people. ..e Table 6. A look at Table 7 indicates that three-fourths of ..e teachers were from rural farm or rural-non-farm communities.

Table 6. Distribution of STABLE teachers by size of home community

Size (population)	Number	Percent
Less than 2,500	14	50.0
2,500 to 5,000	4	14.3
5,000 to 10,000	5	17.9
10,000 to 25,000	3	10.7
25,000 or more	2	7.1
Total	28	100.0

Table 7. Distribution of STABLE teachers by type of home community

Type of Community	Number	Percent
Urban (central city)	4	14.3
Suburban	3	10.7
Rural - non-farm	8	28.6
Rural farm	13	46.4
Total	28	100.0

Summary

A look at the description of teachers in the STABLE project indicates that their backgrounds in many cases were similar to the life styles of the adults with whom they were working. Many of the teachers come from families with low incomes. A majority of the teachers were from small rural communities in Appalachia.

Unemployment was not present in the homes of the teachers. With an absence of unemployment among fathers of STABLE teachers and with the mother present in the home, the teachers probably had a more secure home life than that experienced by the adults whom they are teaching. In conclusion, many of the common background factors probably contributed to an understanding of the problems of the disadvantaged. Although some teachers may not be in the same social class as the adults with whom they work, the STABLE teachers at Berea College are probably more familiar with the social and cultural norms of their students than collegiates from any other university in the country.

Maturity and Career Decision

It was assumed that involvement in the STABLE project would have a positive influence on the decision of student teachers to choose teaching as a career. An attempt was also made to select "mature" upper-class students as teachers. One indication of maturity is work experience. Data on college classification, work experience, and career teaching decision are presented below.

College Classification

Table 8 reveals that 20 STABLE teachers were upperclassmen at Berea College. Students at Berea are required to select and sign up in the spring semester for the labor program in which they would like to participate during the next academic year. Unfortunately, notification of funding was not received until after labor program selections had been made. This resulted in the project having to take eight lower class students to fill positions. This will be discussed later in the section on administration.

Table 8. Distribution of STABLE teachers by college classification

College classification (year)	Number	Percent
Freshman	1	3.6
Sophomore	7	25.0
Junior	9	32.1
Senior	11	39.3
Total	28	100.0

Teaching Careers

Over one-half of the STABLE participants plan to make teaching a career. Over three-fourths of the teachers indicated that teaching had influenced their decision to teach. See Tables 9 and 10. It would appear that some STABLE teachers may have been influenced not to go into public school teaching as a result of their work with STABLE.

Table 9. Distribution of STABLE teachers by plans to teach as a career

Plans to teach	Number	Percent
Yes	16	57.1
No	11	39.3
Undecided	1	3.6
Total	28	100.0

Table 10. Distribution of STABLE teachers as to STABLE project's influence upon decision to teach as a career

Influenced decision	Number	Percent
Yes	22	78.6
No	6	21.4
Total	28	100.0

Work Experience

Work experience is a good indication of "maturity" among college students. There are actually two types of work experience on which data were collected. One type of work experience, reported in Table 11, refers to the experiences in the college labor program. Only two individuals had not participated in the college labor program prior to joining the STABLE program. The second type of work experience data were collected on jobs not connected with Berea College. Nearly 90 percent of the teachers had some non-college work experience. See Table 12.

Table 11. Distribution of STABLE teachers as to college work experience other than STABLE

Other college work experience	Number	Percent
Yes	26	92.9
No	2	7.1
Total	28	100.0

Table 12. Distribution of STABLE teachers as to work experience other than college

Non-college work experience	Number	Percent
Yes	25	89.3
No	3	10.7
Total	28	100.0

Summary

It appears that the teachers selected for the STABLE project were more "mature" than typical college students as measured by work experience. Although some lower class students were involved in the project, this appears to be beyond the control of the project administration.

Tenure and Hours Worked Per Week

Initial discussion with the project director revealed a high turnover rate among STABLE teachers in the project. This turnover rate was attributed to graduation, late funding, and personal reasons given by the teachers. There was also a question about the actual amount of time spent teaching each week. Related data are presented in Tables 13 through 16.

Tenure

The data in Table 13 reflect a relatively high turnover rate among STABLE teachers. Ten teachers have been added to the program after it started in September. A total of 14, or one-half, of the teachers are working in their first year. Only eight students now with the program were involved during the program's first year of operation. The high turnover rate has resulted in a great deal of administration time being invested in interpreting STABLE and training new teachers.

Time Spent on Project Per Week

One of the major problems in teaching ABE students is transportation. It became apparent that the transportation problem of the student to ABE class had been changed to a transportation problem

Table 13. Distribution of STABLE teachers by length of time with the project

Length of time (months)	Number	Percent
4 to 6	10	35.7
7 to 9	4	14.3
10 to 12	6	21.4
12 to 18	5	17.9
24 or more	3	10.7
Total	28	100.0

of the teacher to get to the student. Data were collected on the total number of hours worked per week for STABLE. This total was then divided into transportation time and actual teaching time.

In Table 14, we find that approximately 60 percent of the STABLE teachers worked ten hours or less per week, while three of the teachers worked more than 17 hours per week.

Table 14. Distribution of STABLE teachers by time spent working in the project per week

Time (hours)	Number	Percent
1 to 3	4	14.3
4 to 6	5	17.9
7 to 10	10	35.7
11 to 13	3	10.7
14 to 16	3	10.7
17 or more	3	10.7
Total	28	100.0

Table 15 indicates that a relatively large amount of time is spent in travel. Many of the students are located in rural isolated hollows 30 or 45 minutes from Berea. Since several teachers ride together to meet their students, they may spend another 30 minutes riding while other teachers are being dropped off to work with their students. Of course, the more time one spends traveling, the less time one has to teach. Although nine teachers indicated that they spent more than ten hours working in the project per week, only two spent more than ten hours per week actually teaching. See Table 16.

Table 15. Distribution of STABLE teachers by time spent in project travel per week

Time (hours)	Number	Percent
1 to 3	19	67.9
4 to 6	8	28.6
7 to 16	--	--
17 or more	1	3.6
Total	28	100.0

Table 16. Distribution of STABLE teachers by time spent teaching per week

Time (hours)	Number	Percent
1 to 3	3	10.7
4 to 6	10	35.7
7 to 10	13	46.4
11 to 13	--	-
14 to 16	1	3.6
17 or more	1	3.6
Total	28	100.0

Training

The training of college students to work successfully with educationally disadvantaged adults is extremely important. Data were collected on the total amount of training and broken down into pre-service and in-service training.

Total hours of training

Training was done by project staff in most cases on an individual basis or in small groups. The amount of time spent in training varied according to the needs of individual teachers. Approximately 18 percent of the teachers received less than ten hours of training. However, 25 percent of the teachers received training in excess of 26 hours. See Table 17. Training of STABLE teachers centers on two priorities: understanding the communities and the people with whom they work, and some basic methods of teaching reading and writing.

Table 17. Distribution of STABLE teachers by time spent in training for work in the project

Time (hours)	Number	Percent
1 to 5	1	3.6
6 to 10	4	14.3
11 to 15	8	28.6
16 to 20	8	28.6
21 to 25	--	--
26 or more	7	25.0
Total	28	100.0

Pre-Service Training

Table 18 indicates that 85 percent of the teachers received ten hours or less of pre-service training. This pre-service training takes many forms. Community relations were taught in discussion sessions by qualified technicians who have worked in the communities with the community action programs or community organizations, and by Head Start staffs. In addition, new teachers go into the communities with the project director or other students to observe how initial contact is made and teaching conducted. The teachers also receive training in Laubach Literacy teaching methods, and identifying the needs and problems of a community. They are also briefed on ABE curriculum materials. New teachers may work with experienced teachers for a short period before they begin working on their own with adult students.

Table 18. Distribution of STABLE teachers by time spent in pre-service training for work in the project

Time (hours)	Number	Percent
1 to 5	8	28.6
6 to 10	16	57.1
11 to 15	2	7.1
16 to 20	1	3.6
No response	1	3.6
Total	28	100.0

In-Service Training

More time is spent in in-service training than pre-service training. Teachers are involved in the identification of problem

areas to be covered in in-service training. The training may range from informal discussion of problems to formal presentation on new methods and techniques being used in adult education. The Department of Adult Education and the Appalachian Adult Education Center at Morehead State University conducted three in-service training sessions on informal placement inventories in reading and math. Over one-half of the teachers received more than ten hours of in-service training.

Table 19. Distribution of STABLE teachers by time spent in in-service training for work in the project.

Time (hours)	Number	Percent
1 to 5	5	17.9
6 to 10	8	28.6
11 to 15	4	14.3
16 to 20	5	17.4
21 to 25	3	10.7
26 or more	1	3.6
No response	2	7.2
Total	28	100.0

Summary

The training received by teachers varies from discussion to observation, to practical experience, to presentations on new methods and techniques in adult education. The hours spent in training are considered part of the total number of hours to be spent working on the project. Therefore, in-service training reduces the number of hours actually spent teaching. Many students did not take advantage of all in-service training that was available. All teachers, whether they work five or 20 hours per week, need the same training. It may be difficult to justify training teachers who spend only a few

hours per week working on the project. Another problem with 28 teachers who are college students is identifying a time when in-service training can be held. There are many activities which infringe on the time of college students.

Teacher Load

The STABLE teachers worked with students on an individual basis, in small groups, and as members of teaching teams. Many teachers worked in more than one type of learning situation. The following is a discussion of the number of students served by each teaching style.

Total Students Served

A look at Table 20 reveals a wide range in the number of students being served by each STABLE teacher. The concentration of STABLE teachers teaching more than eight students reflects the use of team teaching.

Table 20. Distribution of STABLE teachers by number of students working with

Number of students	Number	Percent
Two	2	7.1
Three	3	10.7
Four	3	10.7
Five	3	10.7
Six	2	7.1
Seven	1	3.6
Eight	3	10.7
More than eight	11	39.3
Total	28	100.0

Exactly one-half of the teachers worked with one to three students on an individual basis. An additional 35 percent are teaching between four and six students on an individual basis. See Table 21.

Table 21. Distribution of STABLE teachers by number of students worked with on an individual basis

Number of students	Number of teachers	Percent
None	1	3.6
1 to 3	14	50.0
4 to 6	10	35.7
7 or more	3	10.7
Total	28	100.0

The data in Table 22 indicates that 75 percent of the teachers are serving as a member of a team. Each member of a team is responsible for a particular content area. This appears to be an advisable teaching method due to the lack of preparation time and training on the part of STABLE teachers.

Table 22. Distribution of STABLE teachers by number of students worked with as a member of a team

Number of students	Number of teachers	Percent
None	7	25.0
1 to 3	8	28.6
4 to 6	6	21.4
7 or more	7	25.0
Total	28	100.0

Almost one-third of the STABLE teachers worked with their students one time per week. Half of the teachers met two times each week with their students. Eighteen percent sometimes taught three times per week. See Table 23.

Table 23. Distribution of STABLE teachers by frequency of work with students per week

Number of times per week	Number	Percent
One	9	32.1
Two	14	50.0
Three	1	3.6
Two and three	3	10.7
Two to three	1	3.6
Total	28	100.0

The length of the teaching sessions varied from one to four hours. Approximately two-thirds of the teaching sessions lasted less than one and one-half hours. See Table 24.

Table 24. Distribution of STABLE teachers by length of teaching session

Length of session (hours)	Number	Percent
One	10	35.7
One and one-half	8	28.6
Two	3	10.7
Two and one-half	2	7.1
Three	3	10.7
Three and one-half	1	3.6
Four or more	1	3.6
Total	28	100.0

In order to gain acceptance and reduce travel time, most of the STABLE teachers restricted their activities to one community. However, 40 percent of the teachers were working in two or more communities with approximately one-third of the teachers serving in two counties. See Table 25.

Table 25. Distribution of STABLE teachers by number of communities in which working

Number of communities	Number	Percent
One	17	60.7
Two	7	25.0
Three	3	10.7
Four	1	3.6
Total	28	100.0

Table 26. Distribution of STABLE teachers by number of counties in which working

Number of counties	Number	Percent
One	22	78.6
Two	6	21.4
Total	28	100.0

Methods and Techniques

One of the major problems in teaching disadvantaged adults is determining the level of the student. If the students are started in materials which are too difficult, they will become frustrated and drop out. If the materials are too easy, the adult will think he is wasting time and discontinue his association with the program.

methods were formal testing, teacher opinion, and other procedures which included informal placement inventories. Only one teacher relied exclusively on formal testing to determine entry level, and only two teachers relied exclusively on their own judgment in placing students. Most teachers used a combination of placement procedures. See Table 27.

Table 27. Distribution of STABLE teachers by methods used to determine student's entry level

Methods	Number	Percent
(1) Formal testing	1	3.6
(2) Teacher opinion	2	7.1
(3) Other	-	---
One and two above	8	28.6
One, two, and three above	6	21.4
One and three above	5	17.9
Two and three above	6	21.4
Total	28	100.0

When asked to evaluate the effectiveness of placement procedures, there was no consensus of support for any particular method. See Table 28.

In Table 29, we again see a variety of methods used to determine student progress. Although the use of a variety of techniques to determine entry level and progress is advisable in most programs, it does create problems in a demonstration project as it produces data of a non-comparative nature and questionable validity. This prevents the identification of variables which have made a significant contribution to the advancement of the adult participants.

Table 28. Distribution of STABLE teachers by methods perceived to be most successful

Methods	Number	Percent
(1) Formal testing	6	21.4
(2) Teacher opinion	5	17.9
(3) Other	9	32.1
One and two above	6	21.4
Two and three above	2	7.1
Total	28	100.0

Table 29. Distribution of STABLE teachers by methods employed to measure student's progress

Method(s)	Number	Percent
(1) Formal testing	3	10.7
(2) Student opinion	1	3.6
(3) Teacher opinion	4	14.3
(4) Other	1	3.6
One and two above	2	7.1
One, two, and three above	6	21.4
One, two, three, and four above	3	10.7
One and three above	2	7.1
Two and three above	5	17.9
No response	1	3.6
Total	28	100.0

Data were collected on the various teaching methods used by the STABLE teachers. The most popular methods were individualized instruction and small group instruction, with all teachers using individualized instruction. See Table 30.

Table 30. Distribution of STABLE teachers by teaching methods employed

Method(s)	Yes		No	
	No.	Percent	No.	Percent
Individualized instruction	28	100.0	--	--
Small group instruction	23	82.1	5	17.9
Large group instruction	6	21.4	22	78.6
Team teaching	15	53.6	13	46.4
Other	1	3.6	27	96.4

A variety of materials were used by the teachers. Of particular interest is the use of the Television G.E.D. series by ten teachers. Almost three-fourths of the teachers were using teacher-made materials. See Table 31.

Table 31. Distribution of STABLE teachers by materials employed in teaching

Materials	Yes		No	
	No.	Percent	No.	Percent
Programmed materials	19	67.9	9	32.1
Textbooks	20	71.4	8	28.6
Workbooks	27	96.4	1	3.6
Teacher-made materials	20	71.4	8	28.6
Television (G.E.D. series)	10	35.7	18	64.3
Other	9	32.1	19	67.9

Student Comparison of STABLE with Other Labor Programs

Since most of the students had worked in other labor programs at Berea, an instrument was administered which allowed teachers to compare STABLE with the other programs. The information collected revealed that the teachers, although feeling the work in STABLE was

more difficult and complex, believed that it was more meaningful and pleasant than other labor programs. See Table 32.

In summary, it appears that STABLE has been extremely successful in creating interests and increasing understanding of the problems of disadvantaged adults, and providing a meaningful out-of-class learning experience for Berea students.

Table 32. Distribution of STABLE teachers according to their perception of work in STABLE compared to other work assignments at Berea

X	Extremely X		Quite X		Slightly X		Neither X/Y		Slightly Y		Quite Y		Extremely Y		Y
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%			
Harder	4	14.3	11	39.3	3	10.7	6	21.4	3	10.7	1	3.6	-	--	Easier
Stimulating	9	32.1	9	32.1	5	17.9	3	10.7	-	----	1	3.6	1	3.6	Stifling
Pleasant	7	25.0	9	32.1	3	10.7	7	25.0	1	3.6	1	3.6	-	--	Unpleasant
Meaningful	18	64.3	6	21.4	1	3.6	2	7.1	-	----	-	--	1	3.6	Meaningless
Progressive	8	28.6	9	32.1	7	25.0	4	14.3	-	----	-	--	-	--	Regressive
Complex	4	14.3	8	28.6	5	17.9	10	35.7	1	3.6	-	--	-	--	Simple
Interesting	14	50.0	7	25.0	2	7.1	5	17.9	-	----	-	--	-	--	Boring

CHAPTER III

Agency Referrals

One of the major objectives of the STABLE project was referral work. This can be broken into two major categories. The first category is referral of students to on-going ABE classes. The project was designed to reach Level I students who would not participate in regular adult basic education classes and provide pre-ABE training. The second category is referral to social agencies. It was anticipated that teachers, while conducting community surveys and while working with students, would encounter many problems which could be solved successfully.

Social Agency Referrals

Table 33 reveals that 71 percent of the STABLE teachers have not made referrals.

Table 33. Distribution of STABLE teachers by number of agency referrals made in the interest of the students

Referrals made	Number	Percent
None	20	71.4
One	3	10.7
Two	2	7.1
Three	2	7.1
Twelve	1	3.6
Total	28	100.0

In an effort to increase referrals, the STABLE staff has developed a handbook of agencies and services in the four counties which are included in the project. See Appendix B. This handbook was made available to the STABLE teachers during the spring. Three teachers have found the handbook to be useful while four teachers did not find it useful. Seventy-five percent of the teachers did not respond to the question, indicating that they had never received the handbook or they had not bothered to review the contents of the handbook. See Table 34.

Table 34. Distribution of STABLE teachers according to helpfulness of STABLE handbook in making referrals to agencies

Helpfulness	Number	Percent
Yes	3	10.7
No	4	14.3
No response	21	75.0
Total	28	100.0

Of the eight teachers referring students to social agencies, seven indicated that the agency had taken some action. This tends to support the advisability of a referral component in the STABLE project and the need for increased emphasis in this area. See Table 35.

In any effective referral program, the person making the referral should follow up to determine if the problem has been solved. Many disadvantaged adults are reluctant to discuss their problems with strangers. Table 36 reveals that the eight teachers making referrals did follow up their referrals.

Table 35. Distribution of STABLE teachers according to responsiveness of agencies to referrals

Agency Response	Number	Percent
Yes	7	25.0
No	1	3.6
No response	20	71.4
Total	28	100.0

Table 36. Distribution of STABLE teachers according to their follow-up to student referrals to agencies

Follow-up Referrals	Number	Percent
Yes	8	28.6
No	2	7.1
No response	18	64.3
Total	28	100.0

The evaluation committee believed that the effectiveness of STABLE teachers in working with students and in referral would depend to some extent upon their knowledge of political leaders serving the various communities. Information on the number of STABLE teachers who knew the names of teachers of the regular ABE program was collected. As Table 37 shows, only three STABLE teachers knew the names of the ABE teachers in their community. The knowledge of political leaders in the community was also limited. Three STABLE teachers knew the name of the CAP director and county judge, with four teachers being able to list the name of the school superintendent.

Table 37. Distribution of STABLE teachers according to their knowledge of selected community leaders

Leader	Knowledge of			
	Yes		No	
	Number	Percent	Number	Percent
ABE teachers	3	10.7	25	89.3
Superintendent of schools	4	14.3	24	85.7
County judge	3	10.7	25	89.3
CAP director	3	10.7	25	89.3

ABE referrals

Approximately one-third of the STABLE teachers indicated that they had made referrals to ABE teachers in the area. Sixty percent of those STABLE teachers making referrals indicated that the referrals were successful. Three teachers indicated their referrals did not remain in the ABE program. See Tables 38 and 39.

Table 38. Distribution of STABLE teachers according to number of students referred to a regular ABE program

Number of students	Number	Percent
One	2	7.1
Two	2	7.1
Three	2	7.1
Four	1	3.6
Six	2	7.1
More than eight	1	3.6
No response	18	64.3
Total	28	100.0

Table 28. Distribution of STABLE teachers by methods perceived to be most successful

Methods	Number	Percent
(1) Formal testing	6	21.4
(2) Teacher opinion	5	17.9
(3) Other	9	32.1
One and two above	6	21.4
Two and three above	2	7.1
Total	28	100.0

Table 29. Distribution of STABLE teachers by methods employed to measure student's progress

Method(s)	Number	Percent
(1) Formal testing	3	10.7
(2) Student opinion	1	3.6
(3) Teacher opinion	4	14.3
(4) Other	1	3.6
One and two above	2	7.1
One, two, and three above	6	21.4
One, two, three, and four above	3	10.7
One and three above	2	7.1
Two and three above	5	17.9
No response	1	3.6
Total	28	100.0

Data were collected on the various teaching methods used by the STABLE teachers. The most popular methods were individualized instruction and small group instruction, with all teachers using individualized instruction. See Table 30.

Table 30. Distribution of STABLE teachers by teaching methods employed

Method(s)	Yes		No	
	No.	Percent	No.	Percent
Individualized instruction	28	100.0	--	--
Small group instruction	23	82.1	5	17.9
Large group instruction	6	21.4	22	78.6
Team teaching	15	53.6	13	46.4
Other	1	3.6	27	96.4

A variety of materials were used by the teachers. Of particular interest is the use of the Television G.E.D. series by ten teachers. Almost three-fourths of the teachers were using teacher-made materials. See Table 31.

Table 31. Distribution of STABLE teachers by materials employed in teaching

Materials	Yes		No	
	No.	Percent	No.	Percent
Programmed materials	19	67.9	9	32.1
Textbooks	20	71.4	8	28.6
Workbooks	27	96.4	1	3.6
Teacher-made materials	20	71.4	8	28.6
Television (G.E.D. series)	10	35.7	18	64.3
Other	9	32.1	19	67.9

Student Comparison of STABLE with Other Labor Programs

Since most of the students had worked in other labor programs at Berea, an instrument was administered which allowed teachers to compare STABLE with the other programs. The information collected revealed that the teachers, although feeling the work in STABLE was

more difficult and complex, believed that it was more meaningful and pleasant than other labor programs. See Table 32.

In summary, it appears that STABLE has been extremely successful in creating interests and increasing understanding of the problems of disadvantaged adults, and providing a meaningful out-of-class learning experience for Berea students.

Table 32. Distribution of STABLE teachers according to their perception of work in STABLE compared to other work assignments at Berea

X	Extremely X		Quite X		Slightly X		Neither X/Y		Slightly Y		Quite Y		Extremely Y		Y
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%			
Harder	4	14.3	11	39.3	3	10.7	6	21.4	3	10.7	1	3.6	-	--	Easier
Stimulating	9	32.1	9	32.1	5	17.9	3	10.7	-	----	1	3.6	1	3.6	Stifling
Pleasant	7	25.0	9	32.1	3	10.7	7	25.0	1	3.6	1	3.6	-	--	Unpleasant
Meaningful	18	64.3	6	21.4	1	3.6	2	7.1	-	----	-	--	1	3.6	Meaningless
Progressive	8	28.6	9	32.1	7	25.0	4	14.3	-	----	-	--	-	--	Regressive
Complex	4	14.3	8	28.6	5	17.9	10	35.7	1	3.6	-	--	-	--	Simple
Interesting	14	50.0	7	25.0	2	7.1	5	17.9	-	----	-	--	-	--	Boring

CHAPTER III

Agency Referrals

One of the major objectives of the STABLE project was referral work. This can be broken into two major categories. The first category is referral of students to on-going ABE classes. The project was designed to reach Level I students who would not participate in regular adult basic education classes and provide pre-ABE training. The second category is referral to social agencies. It was anticipated that teachers, while conducting community surveys and while working with students, would encounter many problems which could be solved successfully.

Social Agency Referrals

Table 33 reveals that 71 percent of the STABLE teachers have not made referrals.

Table 33. Distribution of STABLE teachers by number of agency referrals made in the interest of the students

Referrals made	Number	Percent
None	20	71.4
One	3	10.7
Two	2	7.1
Three	2	7.1
Twelve	1	3.6
Total	28	100.0

In an effort to increase referrals, the STABLE staff has developed a handbook of agencies and services in the four counties which are included in the project. See Appendix B. This handbook was made available to the STABLE teachers during the spring. Three teachers have found the handbook to be useful while four teachers did not find it useful. Seventy-five percent of the teachers did not respond to the question, indicating that they had never received the handbook or they had not bothered to review the contents of the handbook. See Table 34.

Table 34. Distribution of STABLE teachers according to helpfulness of STABLE handbook in making referrals to agencies

Helpfulness	Number	Percent
Yes	3	10.7
No	4	14.3
No response	21	75.0
Total	28	100.0

Of the eight teachers referring students to social agencies, seven indicated that the agency had taken some action. This tends to support the advisability of a referral component in the STABLE project and the need for increased emphasis in this area. See Table 35.

In any effective referral program, the person making the referral should follow up to determine if the problem has been solved. Many disadvantaged adults are reluctant to discuss their problems with strangers. Table 36 reveals that the eight teachers making referrals did follow up their referrals.

Table 35. Distribution of STABLE teachers according to responsiveness of agencies to referrals

Agency Response	Number	Percent
Yes	7	25.0
No	1	3.6
No response	20	71.4
Total	28	100.0

Table 36. Distribution of STABLE teachers according to their follow-up to student referrals to agencies

Follow-up Referrals	Number	Percent
Yes	8	28.6
No	2	7.1
No response	18	64.3
Total	28	100.0

The evaluation committee believed that the effectiveness of STABLE teachers in working with students and in referral would depend to some extent upon their knowledge of political leaders serving the various communities. Information on the number of STABLE teachers who knew the names of teachers of the regular ABE program was collected. As Table 37 shows, only three STABLE teachers knew the names of the ABE teachers in their community. The knowledge of political leaders in the community was also limited. Three STABLE teachers knew the name of the CAP director and county judge, with four teachers being able to list the name of the school superintendent.

Table 37. Distribution of STABLE teachers according to their knowledge of selected community leaders

Leader	Knowledge of			
	Yes		No	
	Number	Percent	Number	Percent
ABE teachers	3	10.7	25	89.3
Superintendent of schools	4	14.3	24	85.7
County judge	3	10.7	25	89.3
CAP director	3	10.7	25	89.3

ABE referrals

Approximately one-third of the STABLE teachers indicated that they had made referrals to ABE teachers in the area. Sixty percent of those STABLE teachers making referrals indicated that the referrals were successful. Three teachers indicated their referrals did not remain in the ABE program. See Tables 38 and 39.

Table 38. Distribution of STABLE teachers according to number of students referred to a regular ABE program

Number of students	Number	Percent
One	2	7.1
Two	2	7.1
Three	2	7.1
Four	1	3.6
Six	2	7.1
More than eight	1	3.6
No response	18	64.3
Total	28	100.0

Table 39. Distribution of STABLE teachers according to students remaining in the ABE program

Students remaining in program	Number	Percent
Yes	6	21.4
No	3	10.7
Not applicable or no response	19	67.9
Total	28	100.0

Summary

The STABLE project was unable to develop a successful referral program. The STABLE staff should be commended for recognizing their failure and developing the agency handbook. It appears, however, that giving the handbook to teachers does not assume its use. Increased attention must be given to this particular objective.

The evaluation committee came up with two possible hypotheses for lack of referrals to the regular ABE program. One possible explanation is that the STABLE teachers were told that the ABE teachers were failing to reach the disadvantaged adults, and did not want to commit their students to a failure situation. The second possible explanation is that locating adults who are willing to participate in the program is extremely difficult. A teacher who refers his or her students to the regular ABE program must locate other students. Therefore, it is probably easier on the teacher not to refer students.

The evaluation committee acknowledges that some adults resist referrals to the regular ABE program. However, this is one of the major objectives of the project and means to overcome this resistance should be developed.

In addition to the information collected from STABLE teachers concerning referrals, 25 agencies were contacted to determine the extent of their relationship with STABLE. Of the 25 agencies receiving questionnaires, 17 responded for a 64 percent return. One other agency returned the questionnaire unanswered because of turnover and being unfamiliar with the project. See Appendix C.

Thirty-five percent of the agencies indicated that they were very familiar with the STABLE project. Almost one-half indicated that they were aware of the project, with only three agencies indicating that they were unfamiliar with the project. See Table 40.

Table 40. Distribution of agencies by familiarity with STABLE project

Familiarity	Number	Percent
Very familiar	6	35.3
Some familiarity	8	47.0
Unfamiliar	3	17.7
Total	17	100.0

Table 41 indicates the effort made by the STABLE staff to engage the agencies in the project. Over 76 percent of the agencies had been contacted by the STABLE staff.

Table 41. Distribution of agencies contacted by STABLE office staff

Contacted	Number	Percent
Yes	13	76.5
No	4	23.5
Total	17	100.0

Table 42 lists a variety of services requested from the agencies by the STABLE office staff. Thirty-five percent of the contacts made were not for service requests but to inform the agency about STABLE Five agencies were asked to refer students to the STABLE project.

Table 42. Distribution of agencies by services requested by STABLE office staff

Service requested	Number	Percent
Name of adult students	1	5.9
Cooperation	1	5.9
Consultant services	1	5.9
Tutoring	1	5.9
Information about program	1	5.9
Referrals	5	29.4
None requested	6	35.3
No response	1	5.9
Total	17	100.0

Contacts with agencies were not restricted to the STABLE office staff. According to the data in Table 43, 58 percent of the agencies had been contacted by STABLE teachers.

Table 43. Distribution of agencies contacted by STABLE teachers

Contacted	Number	Percent
Yes	10	58.8
No	7	41.2
Total	17	100.0

The agencies were contacted by the teachers for a wide variety of reasons. Five agencies were contacted to inform them about STABLE and no services were requested. See Table 44.

Table 44. Distribution of agencies by services requested by STABLE teachers

Service requested	Number	Percent
Name of adult students	1	5.9
Information about students	1	5.9
Tutoring	1	5.9
Information about program	1	5.9
Visit prospective students	2	11.8
Pay employees to attend class	1	5.9
Referrals	3	17.7
None	5	29.4
No response	2	11.8
Total	17	100.0

The agencies were asked to identify services they could provide which would be helpful for participants in the STABLE project. A number of different services were listed which would be of great value to the STABLE project.

The project staff should review this list of services to determine if they are taking full advantage of the agencies. See Table 5.

Table 45. Distribution of agencies by services which might be helpful to participants in STABLE project

Service available	Number	Percent
ABE classes	1	5.9
GED TV	1	5.9
Jobs when available	1	5.9
Vocational training	1	5.9
Training in new business	1	5.9
Self-help employment program	1	5.9
Meeting space	1	5.9
Equipment	1	5.9
Transportation	1	5.9
Records	1	5.9
Low-income housing	1	5.9
Youth scholarship	1	5.9
None	1	5.9
Not applicable	3	17.7
Not familiar enough to say	1	5.9
Total	17	100.0

Table 46 reveals that over one-half of the agencies were very satisfied with their working relationship with STABLE. Five agencies indicated that there was no working relationship with STABLE.

The agencies were asked for suggestions on improving working relationships with STABLE. As always, the problem of communication was present. Twenty-three percent indicated that relations could be improved by keeping each other better informed. Three agencies indicated that the working relationship was acceptable, with one other agency indicating that the working relationship was improving. See Table 47.

Table 46. Distribution of agencies by satisfaction of working relationship with STABLE project

Satisfaction	Number	Percent
Very satisfactory	9	52.9
Satisfactory to some degree	2	11.8
Not satisfactory	0	00.0
Non-existent	5	29.4
No response	1	5.9
Total	17	100.0

Table 47. Distribution of agencies according to how working relationship could be improved

Improving working relationship	Number	Percent
Relationship all right	3	17.7
Keeping each other better informed	4	23.5
Greater utilization of each other's services	1	5.9
Joint development of training and employment program	1	5.9
Relationship improving	1	5.9
No relationship exists	1	5.9
Not applicable	2	11.8
No response	4	23.5
Total	17	100.0

Only about one-third of the agencies actually indicated a need for particular types of information in order to provide more services. Agencies wanting information on STABLE goals numbered four, while two agencies wanted information related to the students being served. See Table 48.

Table 48. Distribution of agencies according to type of information needed in order to provide more services

Information needed	Number	Percent
Names of students	1	5.9
Purpose and function of STABLE	4	23.5
Student progress report	1	5.9
None	1	5.9
Not applicable	2	11.8
No response	8	47.0
Total	17	100.0

Table 49 reports data collected from agencies on how contact was maintained with STABLE. Four agencies indicated that contact was maintained by personal visits, telephone, and correspondence. Four other agencies indicated no maintenance of contact. Contact was maintained in some instances by participation of STABLE teachers and staff in community affairs.

It is often important to obtain opinions and advice of agencies who have had experience in working with disadvantaged adults, especially if you would like to develop joint working arrangements. The data in Table 50 indicate that approximately one-third of the agencies were requested to assist in identifying problems contributing to illiteracy.

Table 49. Distribution of agencies according to contact maintenance

Contact maintained	Number	Percent
Personal contact, telephone, and correspondence	4	23.5
Through agency	3	17.7
Teachers visited community meetings	1	5.9
Teachers attended community events	2	11.8
No maintenance	4	23.5
Not applicable	1	5.9
No response	2	11.8
Total	17	100.0

Table 50. Distribution of agencies requested to assist in identifying factors contributing to illiteracy

Assistance requested	Number	Percent
Yes	6	35.3
No	10	58.8
Other	1	5.9
Total	17	100.0

The agencies were requested to evaluate the effectiveness of the STABLE project. Approximately one-third of the agencies indicated that the STABLE project was very effective, while another one-third indicated that they were not familiar enough with the project to evaluate. See Table 51.

Summary

It appears that most of the agencies feel that they do have services which would be beneficial to the STABLE project.

Table 51. Distribution of agencies by evaluation of the effectiveness of STABLE project

Effectiveness of STABLE	Number	Percent
Very effective	6	35.3
Effective to some degree	4	23.5
Not very effective	1	5.9
Ineffective	0	0
Not familiar enough to evaluate	6	35.3
Total	17	100.0

An attempt has been made on the part of the staff and some teachers to utilize some of the services. In order to more successfully meet the needs of the adult students, it appears that both agencies and STABLE will have to learn more about each other.

CHAPTER IV

Adult Students

The STABLE project was designed to help the very poor and the most illiterate to take a first step up the ladder to social and economic self-sufficiency. It was to prepare the disadvantaged adult with a foundation many do not presently have of inner resources for taking a second step. The second step which was to be emphasized in the STABLE project was enrollment in regular ABE classes. There were, however, alternate steps up the ladder, or perhaps four different ladders. Depending on individual circumstances, STABLE students might also "graduate" into various vocational education programs, or directly into jobs, or if none of these events occurs, they will be prepared to function more effectively in their home and community.

Age

The data on the age of students are presented in Table 52. Approximately 15 percent of the students could be classified as school-age. Some of these students are in fact attending public school and receiving assistance from STABLE teachers during the evenings. Nearly one-half of the participants are in the 31 to 60 age bracket.

Sex

Table 53 reveals that a majority of participants are female. This is consistent with the trend at the national level in adult basic education.

Table 52. Distribution of Students by Age

Age	Number	Percent
1-12	2	1.3
13-17	21	13.5
18-30	54	34.8
31-60	74	47.7
60 and over	4	2.6
Total	155	100.0

Table 53. Distribution of Students by Sex

Sex	Number	Percent
Male	62	40.0
Female	93	60.0
Total	155	100.0

Data on marital status are presented in Table 54. Approximately two-thirds of the participants were married.

Table 54. Distribution of Students by Marital Status

Marital Status	Number	Percent
Married	101	65.1
Single	36	23.2
Widowed	6	3.9
Divorced	12	7.7
Total	155	100.0

Employment

Data on employment status of participants at the beginning and at present are presented in Table 55. There has been a slight increase in the total number of participants fully employed. STABLE has been directly involved with securing employment for four participants.

Table 55. Distribution of students by initial and current employment status

Employment Status	Initial		Current	
	No.	%	No.	%
Full time	36	23.2	45	29.0
Part time	17	11.0	19	12.3
Unemployed	34	21.9	27	17.4
Not in labor force	68	43.8	64	41.3
Total	155	100.0	155	100.0

Entry level

The STABLE project's target population were the adults at Level I. Table 56 reveals that 16.8 percent of the participants were functioning at the beginning level. Almost 60 percent of the students were at Levels III and IV. Although the education of students at all levels is extremely important, it would appear that for the purpose of this demonstration project, the concentration of Levels III and IV is too great.

Table 56. Distribution of students by entry level

Level	Number	Percent
I	26	16.8
II	40	25.8
III	51	32.9
IV	38	24.5
Total	155	100.0

Examinations

A number of students have taken and passed various examinations as a result of STABLE effort. Two students have passed the eighth grade equivalency test. Two students have taken the G.E.D. with one passing while nine others have taken three parts of the G.E.D. with eight passing. Three students have also received driver's licenses while participating in STABLE.

Participant Progress

The data on student progress were completed by the STABLE staff. The progress was determined in a number of ways, some more subjective than others. With participants at Levels III and IV, the California Tests of Adult Basic Education were used initially for placement purposes and periodically to check progress. Grade level differentials from such testing were one criterion for progress.

In reading, the primary criterion was the difference between initial and current independent reading levels as ascertained from the difficulty of the material being read.

STABLE teachers record the objectives that their participants are trying to attain, and their achievements. Using these records, an attempt was made to determine the amount of progress in terms of grade equivalence differentials.

According to the data presented in Table 57, students in the STABLE project have made progress. There are two interesting bits of information in the Table. First, the impressive list of content areas. The curriculum was not limited to the three "R's." The second thing one sees in the Table is the relative lack of participation in Consumer Education, Health, and Vocational Education. One would have originally thought that this would be the area where concentration of effort would be made to prepare students for entry into ABE and other steps in the ladder described at the beginning of this chapter.

Table 57. Distribution of students by progress in subject areas

Subject area	Limited	1 year	2 years	3 years	Total
Reading	39	25	13	4	81
Handwriting	29	10	13	3	47
Spelling	30	12	10	4	56
Grammar	32	14	10	6	62
Literature	30	14	2	0	46
Composition	18	7	3	1	29
Math	47	45	18	7	117
Science	22	13	3	1	39
Social Studies	39	8	2	5	54
Consumer	20	2	0	0	22
Health	9	2	0	0	11
Vocational	10	3	0	0	13
Typing	3	0	0	1	4
Sewing	3	2	0	0	5

Hours of Instruction

Table 58 presents a summary of the utilization of time by STABLE teachers. Only about one-half of the time was spent actually teaching. The remaining time was used for in-service training and meetings, lesson preparation, and travel. It is very likely that if changes recommended in Chapter VI are adopted, the teaching time will be further reduced.

Table 58. Distribution of time

Activity	Total Hours	Hours per Teacher	Percent of Time
Teaching	2,102	75	53
Travel	875	31	22
Noninstructional services	464	16	12
Lesson preparation	462	16	12
Other	59	2	1
Total	3,962	140	100

Student Dropouts

One of the major problems in the regular ABE program is dropouts. The estimate on dropout rate ranges from one-third to one-half. A total of thirty students did not remain with the STABLE project. This is a dropout rate of approximately 20 percent.

STABLE Student Response

A limitation on time and funds prevented the evaluation team from contacting students to obtain their reaction to the STABLE experience. Although realizing the difficulty of getting responses

on mail questionnaires from adults with educational deficiencies, the team decided to develop a post-card containing six questions to be sent to the students. The post cards were mailed to 75 students and returns were received from 25, or one-third of the students. The small return does cause the validity of the data to be suspect; however, it is hoped that the information secured will provide some indication of student reaction to STABLE. See Appendix D.

The reasons given by students for participating in STABLE are very similar to reasons given by students in the regular ABE program. One would not think that students enrolled in a "pre" ABE program would be preoccupied with the G.E.D. However, Table 59 indicates that over one-third of the students were in the program to receive their G.E.D.

Table 59. Distribution of students by reasons for participating in STABLE

Reason	Number	Percent
To get a job	5	20
To get a better job	6	24
To get a G.E.D.	9	36
Other	5	20
Total	25	100

Table 60 should be very encouraging to STABLE staff and teachers. All of the students responding indicated that the program and the books and materials had been helpful.

Table 60. Distribution of students by helpfulness of STABLE

	Helpful	Percent
Program	25	100
Books and materials	25	100

Time

Information on the length of each visit is presented in Table 61. Eighty-eight percent of the teachers spent at least one hour with the student on each visit. The evaluation team felt that one hour was a minimum length for teaching sessions. This decision was not based on learning theory, but on the time and distance in traveling to the rural isolated homes.

Table 61. Distribution of students by time per visit by teacher

Time	Number	Percent
30 minutes	1	4
45 minutes	2	8
1 hour	10	40
More than 1 hour	12	48
Total	25	100

Eighty percent of the students indicated that they were satisfied with the length of the teachers' visit. All of the students requesting a change in time, requested an increase in time. See Table 62.

Table 62. Distribution of students by change in time.

Time change	Number	Percent
Yes	5	20
No	20	80
Total	25	100
a. increase	5	20
b. remain same	20	80
c. decrease	0	0

The students were asked to evaluate the promptness of their teacher. Ninety-six percent of the students indicated that their teacher came on time. See Table 63.

Table 63. Distribution of students by promptness of teacher

On time	Number	Percent
Yes	24	96
No	1	4
Total	25	100

Summary

The students appear to be making progress under Project STABLE. All students responding to the post card questionnaire indicated that the program and materials had been helpful. The evaluation committee would have liked to see more students at Levels I and II, and a lower percentage of students at Levels III and IV.

CHAPTER V

Administration

STABLE is administratively responsible to the Appalachian Center, and is one of three student outreach programs. A committee of Berea staff and STABLE teachers advise the director of STABLE. The ultimate responsibility for the project is in the hands of two sincere men, dedicated to the successful operation of STABLE. They have been in the field as much, if not more, than most of their teachers. They have been involved in the identification of students through community surveys. They have contacted agencies in the area to solicit support. In addition, they have been responsible for the identification of training needs of teachers and designing training programs to meet these needs.

The administration staff developed a report of activities related to objectives outlined in the project proposal. This report is contained in Appendix E. Perhaps their work could be understood better by reviewing the weekly reports which follow.

Before turning to the weekly reports, however, there were two major problem areas which should be discussed. The first problem is transportation. Transportation is also one of the major problems found by students in the regular ABE program. In STABLE, the transportation problem was shifted from the students to the teachers. In many cases the teachers had difficulty getting cars. The poor roads and isolated homes also added to the transportation problem. The second major problem was the high turnover rate among teachers between the first and second year of the project.

Many students had been assigned to other labor programs before notice of funding had been received. This added tremendously to the work of the staff, requiring that they train many new teachers to work in STABLE during phase two.

Below is a breakdown of data related to the reasons for turnover among STABLE teachers who did not return to teach in September of 1971.

1. Graduated, 4
2. Married and left Berea, 2
3. Conflict with academic schedule, 2
4. Left STABLE for other college labor by choice, 2
5. Dropped out of school, 2
6. Contract not renewed by STABLE, 2
7. Volunteers who did not return, 2

Three more experienced teachers and two new recruits dropped out in October 1971.

1. Not willing to accept required training, 2
2. Participate in church-related program off-campus, 1
3. Dropped out of school, 2

REPORT

Week of August 30-September 4

Program being shifted to winter schedule. Bill Oakland here for interview.

Week of September 6-11

New STABLE teachers being trained by Ernie Walker in Laubach method. New assignments made, and work expanded to 30 STABLE teachers. A class is being set up for college employees. STABLE meeting to make assignments on September 8.

Week of September 13-18

Bill Oakland began as Materials and Training Specialist on September 13. New STABLE teachers are working.

Week of September 20-25

Teaching in communities. Planning for training with Bill Oakland. Set up space for materials in another office. Arrangements made for transportation of STABLE teachers.

Week of September 27-October 2

1. Final reports being made. Files on each participant are being developed. Spot announcements for STABLE are being broadcast on the local radio station.

2. Advisory Board met September 27.

   2.1. The summer program was discussed.

   2.2. Plans were made for training STABLE teachers.

   2.3. A handbook of information for STABLE teachers will be prepared.

   2.4. Report and new proposal were discussed.

Week of October 4-9

STABLE was on WEKY Breakfast Club (Richmond) on Monday.

A new class is being set up on the Chestnut Ridge Road in a private home, with teaching at Level I and Level II. Interest is high.

Bill Oakland and Ernie Walker spent a day in training at Morehead, with Dr. Eyster, Dr. Rose, Dr. Qazilbash, and in the Learning Center.

Week of October 4-9
(continued)

Upon examining teacher reports for the purpose of collecting data for our continuation report, it was discovered that the information received in the narrative reports was not consistent. Therefore, report forms asking for specific information were developed in order to better ascertain overall program success and participant progress. Bill Oakland developed daily logs, participant progress reports, and semester reports which will be explained to the teachers at the second training session.

Week of October 11-15

1. STABLE personnel

1.1. Connie Baird, teacher, withdrew from program with request to be considered later.

1.2. Training plans are being made with Dr. Rose at Morehead.

2. Program Planning

2.1. Preparation of reports for evaluation.

3. Community Work

Classes are being taught in communities. Work in Pea Ridge lapsed after summer work; Head Start has renovated the building and we have not been able to get a key. Boone Tavern employees are being taught by a STABLE teacher. Work has begun in Scaffold Cane. Four are meeting in Mrs. Gertrude Cain's house.

Week of October 18-23

1. Training

Friday, 6:30-9:30 PM, C. J. Bailey and Ollie Calvert instructed in reading placement. Saturday, 1:00-4:00 PM, Max Way discussed Southern Ohio program using non-professional ABE teachers.

2. Evaluation

The committee met October 23, discussed the program, and set new recommendations.

3. Personnel

Withdrawn: Faurest Klinglesmith and Marcella Daniels, October 20; Sue Reneau and Janice Herrell, October 18.

4. Community Work

4.1. One participant has been enrolled on Crooked Creek off Brush Creek.

4.2. J. Lainhart, participant, is out of jail and is requesting our help to get work.

Week of October 25-30

1. Public Relations

Bill Oakland, Rita Scott, and Richard Lemaster aided a CBS Saturday evening news crew in filming classes at Sand Gap.

2. Community Work

2.1. Classes continue. Bill Oakland is teaching at Sand Gap and Kirksville.

2.2. Dick Lemaster met with Paul Chappell to try to find employment for J. Lainhart.

Week of November 1-6

1. Training

1.1. Teachers missing the training sessions are being given individualized instruction by Bill Oakland.

1.2. Training session November 2. Discussion of materials available.

2. Community Work

2.1. Classes continue.

2.2. Roger Tompkins has developed working relationship with Mr. Scalf, ABE teacher at Sand Gap.

2.3. Ernie Walker and Bill Oakland had conferences with: Mr. Alexander, ABE Director, Estill County, Mr. Whitaker, ABE Director, Madison County, Mr. Parsons, Superintendent of Schools, Rockcastle County, and Mr. Otis Johnson, Superintendent of Schools, Jackson County.

2.4. Participant services

Met with Paul Hager, Director of Testing and Special Services, Berea College, to arrange to have Mr. Vernon Abner admitted to Berea College.

3. Planning: Advisory Board Meeting November 5

3.1. Transportation using college cars was discussed.

3.2. Mrs. M. Hilberry's proposal to work with STABLE was discussed. She is doing graduate work, and will be accepted as a volunteer.

3.3. The Evaluation Plan was discussed and plans for improvement suggested.

3.4. Training problems were discussed.

3.5. Reporting and data collection plans were reported.

4. Personnel

4.1. Fred Surber employed as STABLE teacher.

4.2. Sharon Tolbert employed as STABLE teacher.

Week of November 8-13

1. Training

1.1. Training Session November 9. C. J. Bailey and Ollie Luster conducted a training session dealing with word attack skills and the use of the Cloze procedure as an indicator of comprehension. Only six teachers were in attendance.

1.2. Makeup training was given to six teachers on word attack and Cloze procedure, and to one teacher on informal reading placement inventories.

2. Teaching

Classes and teaching in homes continue.

3. Community Work

Madison County Community Action Council meeting; discussion of possibilities for community centers.

4. Planning: Advisory Board Meeting November 12.

4.1. Discussion of training.

4.2. Plans to work with ABE in schools.

4.3. Recruitment of volunteers.

4.4. Discussion of proposal for fiscal year 1972-73.

Week of November 15-20

1. Training

1.1. Tuesday 7:00-9:00 PM, C. J. Bailey and Ollie Luster trained 13 teachers in placement and program planning in mathematics.

1.2. Makeup training. Three teachers received training on the teaching of word attack skills.

Week of November 15-20
(continued)

1.3. Staff training. The Annual Conference of the Kentucky Association for Continuing Education was attended by Bill Oakland. It enabled him to meet other Kentucky adult educators and gain an overview of continuing education in Kentucky.

2. Personnel

Mrs. Marion Hilberry begins work as volunteer.

3. Agency Coordination

3.1. Meeting with Mrs. Ida Bowman and Mr. Don Scalf at Jackson County School Board office. Present: STABLE teachers Roger Tompkins, Ava Coffman, Dwain Montgomery; Staff: Bill Oakland and Ernie Walker. Purpose of meeting was to plan coordinated effort to bring participants to the ABE classes.

3.2. Participation in presentation to Sociology class, Berea College, at request of STABLE teacher Elaine Wormley.

4. Teaching

4.1. Classes continue.

4.2. Vernon Abner in office to see about Berea College. Met with Mr. Paul Hager and Mr. Allan Morreim, Admissions Director. Arrangements being made to establish eligibility.

5. Report and Proposal

The report for the first 15 months was completed, and work is being done on a new proposal for fiscal year 1972-73.

Week of November 22-27

1. Training

1.1. Makeup training. Two STABLE teachers made up training on word attack skills and Cloze procedures. Two teachers received training on placement and program planning in mathematics.

2. Teaching

Classes met early in week; last of week classes cancelled for vacation.

Week of November 22-27
(continued)

3. Planning

3.1. Continuation Report and Abstract of Report completed.

3.2. New proposal for fiscal year 1972-73, the third STABLE proposal, was completed.

3.3. Report and proposal were shown to Mr. Ted Cook, who signed letter of endorsement.

Week of November 29-Dec. 4

1. Personnel interviews were held with each STABLE teacher, on appointment, beginning this week. Each interview covered:

1.1. Plans for work in Short Term and Spring Term, including number of hours per week.

1.2. Reports to be made by STABLE teachers.

1.3. The STABLE report and new proposal.

1.4. Training, makeup training, suggestions for improved training.

1.5. Independent Study.

1.6. Rates of pay.

1.7. Evaluation of work.

1.8. Any other interest of STABLE teacher.

2. Training

Makeup training. One teacher received training in all areas previously covered.

3. Labor Office, Berea College

3.1. Labor Office training sessions were held for staff, attended by Ernie Walker and Bill Oakland.

3.2. Short Term plans were made for January 1972.

4. Planning

Continuation Report and New Proposal were sent to the Office of Education in Washington.

5. Teaching was resumed after vacation.

Week of Nov. 29-Dec. 4
(continued)

6. Community Work

6.1. Planning and conferences at Pea Ridge to get classes started again.

6.2. Work in Brush Creek to expand classes there.

Week of December 6-11

1. Personnel

1.1. Interviews continued with STABLE teachers.

1.2. Training makeup; one teacher made up training in all areas.

2. Teaching continued in communities and at Berea.

3. Community Work

3.1. Madison County Community Action Council meeting; a STABLE proposal was presented and discussed.

3.2. Brush Creek development work continued.

3.3. Low Income People (LIP) meeting in Berea; we gave assistance in writing proposal for community center here. Provision for STABLE class is included.

4. Public Relations

Berea College was on CBS national news hook-up with Roger Mudd at 6:00 PM on Saturday. About half of the program featured STABLE teaching and Vernon Abner, participant.

Week of December 13-18

1. Teaching: Classes continued first of week until college was closed. Teaching began in Orlando and Brush Creek.

2. Personnel

2.1. Interviews with students continued.

2.2. Training: Bill Oakland and Paul Owens visited the Adult Learning Center at London to examine materials and to learn about the programs offered there. This center is relatively close to STABLE participants in Southern Rockcastle and Jackson Counties.

Week of December 13-18
(continued)

3. Community Work

3.1. To Mt. Vernon with Gracie Vaughn.

3.2. LIP meeting and committee conference. Proposal completed and sent to MCCAC.

3.3. Planning session concerning Pea Ridge survey.

4. Materials

4.1. Handbook compilation completed.

4.2. Bill Oakland began to collect National Multimedia Center for ABE abstracts of material that STABLE teachers are using, and began abstracting additional material, using the same format, in order to compile an indexed catalogue for STABLE teachers.

Week of December 20-24

1. Community Work

1.1. Pea Ridge survey begun (see report).

1.2. Work in Rockcastle County continued by Terry and Gracie (Vaughn) Sammons.

2. Office open.

Week of December 27-31.

1. Community Work

1.1. Survey of Pea Ridge community by Mike Collins and Ernie Walker.

1.2. Rockcastle County work continues.

1.3. Observation of Barnes Mountain work and evaluation of difficulties.

Week of January 3-8, 1972

1. Personnel

1.1. Short Term personnel were employed (see list of Short Term teachers).

1.2. Interviews with STABLE teachers not already interviewed.

Week of January 3-8
(continued)

1.3. Training: Three training sessions were conducted. The first was a discussion of the history and objectives of STABLE. The second training session utilized role-playing as an impetus to discussion of the community relations and recruitment aspects of STABLE work. Tom Mustard was the trainer. The third session included training for new teachers in all areas previously covered, including the Laubach method.

2. Community Work

2.1. Scaffold Cane survey begun (see report). Planning with Students For Appalachia to coordinate work.

2.2. Race Street Center classes for Short Term set up.

3. Teaching: STABLE teams continued teaching with new teachers filling vacancies.

Week of January 10-15

1. Community Work

1.1. Scaffold Cane survey continued, and data compiled.

1.2. Pea Ridge community meeting held and classes set up.

1.3. LIP in Berea plans approved to open Center.

1.4. Brush Creek survey (see report).

1.5. Kirksville survey (see report).

2. Teaching

2.1. Classes continue in communities, including Scaffold Cane. Plans for revival and expansion in Pea Ridge and Brush Creek.

2.2. Conference with Department of Public Assistance in Richmond to set up plans for classes using Kentucky Educational Television (KET) broadcasts; instruction and materials supplied.

Week of January 17-22

1. Community Work

1.1. Scaffold Cane survey continued.

1.2. Brush Creek recruitment continued.

Week of January 17-22
(continued)

1.3. Patrons for Housing.

1.4. Nurses scheduled to go out with STABLE teachers.

2. Teaching continued in communities.

2.1. Classes resumed in Pea Ridge, with a new afternoon class.

2.2. Teaching in Brush Creek included new people recruited with new teaching team, Paul Owens, Judy Meadows, and Larry Bryson.

Week of January 24-29

1. Teaching: Classes continued. Rockcastle County work will need new teachers. Terry and Grace Sammons leave because of graduation. Ernie Walker went with Gracie to visit all participants.

2. Community Work.

2.1. Surveys in Kirksville and Scaffold Cane completed (see reports).

2.2. Community meeting at Gabbardtown with SFA and STABLE presenting programs to people.

2.3. Planning for meeting to discuss Moore's Creek.

3. Planning

3.1. Plans for Spring Semester, training for new teachers.

3.2. Revised financial report sent to Office of Education.

4. Other: Manchester College group in Appalachian Semester were provided information period and discussion of STABLE.

Week of January 31-February 5

1. Personnel

1.1. Four new teachers were employed. With returning Fall Semester and Short Term teachers, we have a total of 33 teachers (see list for Spring Term).

1.2. Training: A training session was held Saturday, February 5, 12:30-4:30 PM. Twenty STABLE teachers were in attendance. This session dealt with behavioral objectives and their place in an instructional sequence. The participants' role in determining objectives was discussed. Vimcet Filmstrips 1 and 2, and Belton, Jerold F. were shown.

1.3. Interviews completed with those missed.

1.4. Bob Heuck, volunteer, teaching in Scaffold Cane.

2. Teaching: Classes continued.

2.1. Chestnut Ridge class and other Rockcastle County participants assigned to new teachers. Mrs. Hilberry is teaching in Mt. Vernon.

2.2. Richmond class schedule changed.

3. Participant progress.

3.1. Vernon Abner was enrolled in Berea College, having completed entrance tests satisfactorily.

3.2. STABLE teachers have submitted reports on each participant.

Week of February 7-12

1. Teaching: Classes continue in communities.

1.1. First meeting for KET classes.

1.2. New teachers were taken to Chestnut Ridge and Mt. Vernon. New location must be found, because of illness of hostess. Community visits made.

1.3. Service to Sand Gap participant, J. Lainhart, in difficulties.

2. Community Work

2.1. Race Street meeting to assure that class can continue.

2.2. Visitation in Chestnut Ridge.

3. Personnel training: New teachers received training in use of Laubach materials and in other areas previously covered.

4. Materials

4.1. Betty Jones began an independent study program under the supervision of Bill Oakland, to locate reading selections of an Appalachian origin, appropriate for use in Adult Basic Education programs.

4.2. Bill Oakland began the adaptation of folk tales and folk songs for use with participants reading at a first, second, third, or fourth grade level. It is hoped that by the end of this semester an annotated reading list and a reader at a second grade level will have been produced.

Week of February 14-19

1. Teaching: Classes continue.

   1.1. Participant enrollment increased at Pea Ridge, Brush Creek, Kirksville, and in KET classes.

   1.2. KET classes taught by Ken Shuler at Richmond and by Jackie White at Berea.

2. Public Relations

   STABLE staff, teachers, and Vernon Abner interviewed for articles in the Lexington Leader, the Louisville Courier-Journal, the Berea Citizen, the Berea College Pinnacle, and newspapers in Ashland, Ky., Chicago, and New York.

3. Community Work

   3.1. LIP Center was opened. Class will be started when furniture can be found.

   3.2. A Thursday morning teaching appointment has begun in Brush Creek at the request of Level I participants (men) with Paul Owens teaching.

4. Planning

   An Evaluation Committee has been formed, consisting of Dr. Harold Rose, Dr. Wallace Nave, Dr. Edythe Hayes, Dr. Kenneth Bean, Mrs. Ida Bowman, one STABLE teacher, and one participant. A meeting has been planned for Monday, March 20. Resumes of the committee members will be forwarded for approval.

5. Dissemination of Information

   5.1. The STABLE continuation report has been abstracted by National Multimedia Center on a 5" x 9" card and distributed to 309 research and demonstration centers.

   5.2. Reports are being sent to other ABE projects, to the county school superintendents, to Morehead, and to the Evaluation Committee members.

Week of February 21-26

1. Teaching: Continues in communities.

2. Materials

   2.1. Handbook completed.

   2.2. Catalogue of STABLE materials is completed.

Week of February 28-March 5

1. Teaching continues in all communities. See report of participants as of February 29.

   1.1. Bob Heuck closes work in Scaffold Cane.

   1.2. New insights come through response of individual participants. STABLE teachers must adapt to expectations of adults.

2. Community Work

   2.1. Barnes Mountain work evaluated. Progress hardly justifies cost. We will try to work through a local preacher to reach people, using materials which they use in church work to teach reading. Interest has lagged; people do not want to study, but they do enjoy our visits.

   2.2. Meeting with Mrs. Bowman in Jackson County being set up.

   2.3. Brush Creek interest is increasing.

3. Planning

   Evaluation Committee meeting is set for March 20. Reports have been sent to the committee.

CHAPTER VI

Summary and Recommendations

Student Teachers

The basic hypothesis of this project was that college students from the same culture can develop effective teaching relationships with adults of similar backgrounds.

The personnel directing the project have attempted to secure teachers with backgrounds similar to those of the students who participate in the project. See Tables 1-7.

It was further proposed in the project that STABLE teaching would have two positive effects on college students: that student teachers would go into the field of teaching as a result of their experience in the project, and that this experience would reinforce classroom learning and thereby make classroom experiences more meaningful. Responses indicate that STABLE teaching did have a positive influence on the student teacher's future occupational decision and further, his teaching added meaning to his ongoing classroom experiences. See Tables 8-12 and Table 32. Data collected (Table 13) indicate that 50 percent of the STABLE teachers have a tenure with the program of less than nine months. The committee has some reservations about the effectiveness of the student teachers because of the turnover rate.

Tables 14 through 19 indicate time spent in travel, teaching, and training. The committee feels that attention needs to be given to these three elements so that a more equitable relationship between the three might be achieved.

Three project objectives relate to the development of more effective methods of education of illiterates, functional illiterates, and educational dropouts, and to the development and adaptation of materials suitable for Appalachian adults. Individualized instruction, flexible testing procedures, and teacher-made materials were positive indications of success in meeting these objectives. See Tables 27 through 31.

The last two objectives of the project refer to the development of fieldwork techniques and the observation and reporting of community problems to community agencies. These objectives imply the development of a referral system by the student teachers. While much of the data indicates that the student teachers have done a good job, Tables 33-38 indicate that much more attention needs to be given to the area of the relationships between STABLE personnel and other community agencies.

Recommendations (1 and 2)

As a means of increasing overall program effectiveness, student teachers should be recruited from the sophomore class so that some degree of continuity can be established. This would tend to minimize the number of new teachers recruited each year.

A definite training plan for teachers should be developed covering not only educational methods and procedures, but also a step-by-step procedure for agency involvement and cooperation.

Community Agencies

The two project objectives were:

"Development of field-work techniques, in cooperation with the school system, which will lead to more effective promotion of Adult Basic Education programs."

"Observation and reporting of community problems and attitudes which may assist in analysis of the school dropout problem that results in adult illiteracy."

These objectives imply that existing community agencies should be made aware of STABLE and that STABLE personnel should know existing agencies and their programs. To maximize efforts, a strong interagency relationship should exist.

Agencies responding indicated a contact with and a positive feeling toward STABLE. Beyond this point there did not exist a clearly defined procedure for cooperative agency effort. This is evidenced by student teacher response (Table 37) and agency response as recorded in Tables 40-51.

Recommendations (3)

A planned program of cooperation between STABLE and community agencies should be established, implemented, and continually evaluated.

Students

The objective of STABLE as conceived by its founders was pre-ABE education, entry into organized classes, and relating education to jobs and everyday living. Even though these were the original objectives, over 35 percent of the student responses indicated their reason for being in the program was to get a G.E.D. See Table 59. Forty-four percent indicated that the reason for the participation was to get a job, a better job, or improve everyday living.

As indicated in Tables 60-63, the students were very positive in their feelings toward the program, books and materials, and staff. It should be pointed out that there was only a 33 percent response by the students to the questionnaire.

Recommendations (4)

Project objectives need to be evaluated and redefined for greater program effectiveness and efficiency, i.e., the shift toward more G.E.D. work should have been documented in line with the original project proposal.

Administration

Enough cannot be said about the dedication, cooperation, and willingness of the STABLE personnel in seeing that the project makes a significant contribution to the individuals, for the community, and in carrying out the objectives of the project. The project director and materials and training specialist have developed a complete resume of their activities for the year, and have indicated areas of progress and problems. This report is shown in Appendix E.

While the committee concurs in many of the concerns expressed in Appendix E, we have some additional points to make in the form of recommendations.

Recommendations (5, 6, and 7)

The project's advisory board should be activated in order to give better direction to STABLE and provide for a more efficient on-campus operation. It is advisory, not administrative. The advisory board should be actively involved in identifying

solutions to problems faced by STABLE; for example, a member of the transportation division should be included on the advisory committee. He should help identify the transportation problems of teachers and be involved in finding a solution. Members of various social agencies should be on the advisory board. They should assist in designing training programs to inform teachers of the services provided by each agency in the community.

Roles and responsibilities of project personnel need to be redefined and operationalized in keeping with the objectives of the project proposal. The administration appears to have spent an inordinate amount of time on small problems necessary for the operation of a program. "Significant others" should be involved in the solution of these problems while the project staff concentrates on achieving the goals of a demonstration project. The relationship of STABLE teachers to the staff, and responsibilities of STABLE teachers, should be clarified.

More accurate and complete records on the entire project need to be maintained in order that program accountability can be more easily evaluated.

STABLE PROJECT EVALUATION
FORM "B"

Agency_____

1. How familiar are you with the STABLE Project(Check one)?
   .1_____very familiar
   .2_____some familiarity
   .3_____unfamiliar

2. Have you been contacted by the STABLE office staff (Check one)?
   .1_____yes .2_____no

3. What services, if any, have you been requested to provide by the STABLE office staff (Please specify)? _____

   _____

   _____

4. Have you been contacted by any of the STABLE teachers (Check one)?
   .1_____yes .2_____no

5. What services, if any, have you been requested to provide by the STABLE teachers (Please specify)?_____

   _____

   _____

6. What services do you provide which might be helpful to participants in the STABLE Project (Please specify)? _____

   _____

   _____

7. How satisfactory has your working relationship been with the STABLE Project (check one)?
   .1_____very satisfactory .3_____not satisfactory
   .2_____satisfactory to some degree .4_____non-existant

8. How might working relationships between your agency and the STABLE Project be improved (Please specify)?_____

_____

_____

9. In order to facilitate providing more services, what types of information do you require from the STABLE Project (Please specify)? _____

_____

_____

10. Please explain how contact with the STABLE Project has been maintained?_____

_____

_____

11. Have you been asked by the STABLE staff to help identify problems which contribute to the school drop out and adult illiteracy rate (Check one)?

.1_____yes
.2_____no
.3_____other (please specify)_____

_____

_____

12. How would you evaluate the overall effectiveness of the STABLE Project (Check one)?

.1_____very effective
.2_____effective to some degree
.3_____not very effective
.4_____ineffective
.5_____not familiar enough to evaluate

Thank you very much for your help.

APPENDIX C

May 3, 1972

Dear STABLE Student:

We are making a study of the STABLE project. We want to know how you feel about the project.

Please fill in the enclosed card and mail it back to us.

Remember! We need your reply!

Sincerely,

Harold Rose

Harold Rose

1. Why are you in the program? ____ to get a job
   ____ to get a better job _____ to get the GED
   ____ Other

2. Has the program been helpful? ____ Yes ____ No

3. Are the books and materials being used helpful?
   _____ Yes _____ No

4. What is the average amount of time spent in each visit? _____ 30 minutes ____ 45 minutes
   ____ one hour _____ Other

5. Would you like to see the amount of time changed?
   ____Yes ____No If yes, how? ____ Increased
   ____Decreased _____ Remain the same

6. Do teachers come when they are supposed to?
   _____ Yes _____ No

APPENDIX D

STABLE Report Prepared for Evaluation Committee April 26, 1972

May 25, 1971, proposal submitted by Berea College and funded by Grant No. OEG 0-71-4382 (324) June 30, 1971.

Report of activities relating to objectives outlined on Page 9 of the Project Proposal:

A. Development of more effective methods of education of illiterates and functional illiterates at Level I.

During the first year of the project major effort was given to the development of community relationships, the location of Level I people, and development of teacher-participant understanding. Surveys were done in Sand Gap, Middletown, and Moore's Creek.

During this year, the second, surveys were made in Scaffold Cane, Kirksville, and Pea Ridge, and to a limited extent in Richmond. Level I people were identified and initial contacts made.

STABLE teacher training included emphasis on the development of rapport between teacher and participant, and recognition of a counseling relationship, but with major emphasis on educational symbiosis, recognizing that teaching goes both ways. STABLE teachers have developed the kind of personal relationship which is the chief motivational factor in keeping Level I participants in the program. This confidence and trust provides strength to the participant to overcome insecurity, defeatism, and tendencies to see education as irrelevant.

The methods developed are:

1. Person-to-person relationship.

2. Emphasis on the egalitarian nature of learning.

3. Encouragement of the development of the interests, self-confidence, abilities, and initiative of the participant.

To do this has required continuity and greater results have been realized this second year than the first year. Statistics are now being prepared which will illustrate this. Hard-core Level I participants who could not read at all moved slowly for the first six to twelve months, but progress then improved markedly.

The reasons for lack of basic education vary. Some Level I participants have had failure experiences in school, and are negative toward the school system and education. We have found that varied and informal education centered on participant interests, and experiences that provide immediate satisfaction, are most effective. Progress for the first year is often slow, but improves in the second year.

Participants who missed the opportunity to go to school at all have been more highly motivated, and after initial fears are allayed and a beginning accomplished, progress is remarkably rapid.

B. Development of more effective methods of education of "educational dropouts" at Levels II and III.

These people tend to fall in several groups which could include:

1. Those who had difficulty in school, failed, and developed strong negative attitudes toward the school system.

Various reasons for this appear to casual observance, though we believe these causes may be much more complex than they appear. They seem to range from inadequate schools, teachers of limited ability or who have difficulty relating to students, and politics, to problems in the home such as poverty, health problems, lack of transportation, and cultural attitudes. This group usually is not highly motivated toward adult education, and must be recruited much as Level I people.

STABLE teachers have been able to encourage men in this category by relating the teaching to their economic interests. Help is given where possible to find jobs. The curriculum is definitely geared to that which will be of short-run benefit in job-hunting and in maintaining employment.

Many women participants are motivated in this same way. Others want to be able to keep up with their children in school. Level I women who cannot read and write want to learn to correspond with their children. While there are negative attitudes, education is generally a social status symbol, and women respond to this.

2. Those who dropped out of school after successful years in elementary school.

These are often motivated, and merely need to be given opportunities. Many have been referred to public school adult basic education classes. However, many have difficulty going back after many years. Transportation is a problem. Family responsibilities keep them from regular participation. Homework is difficult. They have difficulty relating to large classes, and to teachers who use the regular school routine of teaching.

We have had significant success with these participants by working with them individually at home initially; and then, after a beginning period of acclimatization to books and tests, the education they have gained by experience proves valuable and progress has often been rapid.

Since February, STABLE has been teaching classes in Richmond, Berea, and elsewhere, by utilizing the Kentucky Educational Television lessons. The teacher meets with the class, views the lesson, works with them in homework, and makes assignments. In other cases, the participant views the television lesson at home, and the teacher then meets with her for discussion later. The classes in which teachers and participants view the lesson together and then discuss it and work together are by far the most successful.

All but one of the students taking the GED have passed the first three sections.

C. Materials and Training Report:

My assignment in part was to develop and adapt educational materials for use with Appalachian adults in Adult Basic Education. Before beginning this task, it seemed wise to examine and field-test published materials in order to ascertain what the needs for additional materials were.

Many materials with good content such as the Addison-Wesley Reading Improvement kits were found to be impractical due to cost and format considerations. The same was true of most of the educational hardware examined. Due to logistic problems, material had to be inexpensive enough to be ordered in large quantities. I believe the Committee has a catalogue of the published materials we use; if not, I can send one.

Since highest priority was given to working with Level I and Level II participants, I decided that materials to be developed should be aimed at the functionally illiterate participants.

In the last five or six years, the quantity and quality of material designed for the ABE participant has markedly increased. Materials in math, science, and general social studies exist that are suitable for use with Appalachian adults. However, in the area of reading development most material is oriented toward urban participants or toward cultural minorities other than Southern Appalachian. Therefore, I decided that major emphasis should be given to the development of readers for adults reading at 2nd, 3rd, 4th, and 5th grade levels.

During this year several of our teachers have been using experiential reading techniques extensively. A good deal of the material to be included in the proposed readers will be transcriptions of stories and accounts told by our participants and others in the communities in which we teach.

We have recorded eight stories to date, and have transcribed and edited two. I anticipate using 16 narratives in all, with four at each level. In those cases where the recordings are of good quality, the tapes will be copies for use with these selections.

To further aid in the development of suitable material, Elaine Wormley, a STABLE teacher, and I are developing a questionnaire to assess the interests of our participants in terms of the reading matter, movies, television programs, and music enjoyed most. This should be helpful in the selection and adaptation of supplementary reading materials.

During this semester, Betty Jones, another STABLE teacher, has been taking an independent study course under me in which she is selecting and editing passages from the works of Appalachian writers, folk tales, and songs for inclusion in the proposed readers. It is hoped that all selections to be included in these readers will be collected by midsummer along with accompanying artwork which we are soliciting from STABLE teachers talented in that area. The finished product should be ready for use in August.

In addition, a shortened version of Wilson's Essential Vocabulary list of words found on signs and labels is being printed in 20-point type on perforated cardboard for use in book form, or as small flash cards.

A file of newspaper clippings of ads, cartoons, pictures, and articles is being used for the teaching of reading, mathematics, and study skills. Most of the above-mentioned materials can be inspected in rough draft at the May 23 meeting.

D. Development of field-work techniques in cooperation with the school system which will lead to more effective promotion of Adult Basic Education Programs:

STABLE has kept the county school officials in all four counties informed of our work. Referrals are made to the ABE classes where possible, and education has been encouraged. The schools have been cooperative, though there is some fear of this type of program in Rockcastle County.

A working relationship was developed in Jackson County with the school superintendent, the director of adult education, and the teacher at Sand Gap to work together in an experiment to try to move STABLE participants into the school. This has been done, but the results need to be further analyzed. The group brought in was one which was negative toward the school system, and while progress continued with STABLE teachers, there was minimal adjustment to the school system of teaching.

Further consultation with the school offices will be held to discuss this.

E. Observations and reporting of community problems and attitudes which may assist in analysis of the school dropout problem that results in adult illiteracy:

Community problems are being reported by the STABLE teachers and recorded. Where these problems directly involve STABLE, the Director and the Materials and Training Specialist consult with the teachers and work directly with the community. Problems are reported to the Advisory Board for discussion and decisions when needed.

Students For Appalachia and the Berea College Nursing Department with STABLE support have completed a Dental Health Survey of Scaffold Cane.

The problem of recruitment for Adult Basic Education is included in discussions with the schools. The final report will include a section on community attitudes toward education as observed by STABLE teachers.

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